The design on this cover was created by Henry Ham, a Grade 9 Media Arts student at Greenwood College School.

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At Greenwood College School, we believe all students are capable of stretching themselves to achieve success on their own terms. The program outlined in Greenwood’s Academic Handbook reflects our commitment to personalizing the learning experience by offering a wide range of pathways to graduation.

Over the next several weeks, students will make important academic decisions. Students are encouraged to take some time to review the pertinent details of this document and to ask good questions throughout the selection process. Doing so will help them better understand how our extensive academic program can meet their individual learning needs and future goals.

Making informed decisions throughout high school is an important step on the route to the realization of individual potential. Our staff is committed to supporting students and their families throughout this journey. Students are encouraged to work closely with their Adviser and guidance counsellor throughout the course selection process.

Sincerely,

Sarah Bruce
Principal
Table of Contents

SCHOOL MISSION AND VISION.................................................................................................................. 1
THE ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)................................................................................. 2
  THE OSSD REQUIREMENTS FOR THE ONTARIO DIPLOMA................................................................. 2
  DEFINITION OF A CREDIT ....................................................................................................................... 2
  COMPULSORY CREDITS (TOTAL OF 18) ............................................................................................... 2
  COURSE CODE INTERPRETATION CHART: 2020-2021 ........................................................................ 3
  COURSE TYPES ..................................................................................................................................... 4
  PROCEDURES FOR STUDENTS WHO WISH TO CHANGE COURSE TYPES ........................................ 4
  COMPULSORY COURSE SUBSTITUTION POLICY .................................................................................... 5
  THE ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC) ............................................................ 5
  THE CERTIFICATE OF ACCOMPLISHMENT ............................................................................................ 5
  OPTIONAL CREDITS (TOTAL OF 12) ........................................................................................................ 6
  PREREQUISITE COURSES ...................................................................................................................... 6
  ONLINE LEARNING REQUIREMENT ....................................................................................................... 6
  PROGRAMS IN MUSIC TAKEN OUTSIDE THE SCHOOL ......................................................................... 7
  COMMUNITY SERVICE DIPLOMA REQUIREMENTS .............................................................................. 7
  REPORTING COMMUNITY SERVICE HOURS ....................................................................................... 8
  THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT) ....................................................... 9
  PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) ........................................................... 9
    Equivalent Credit Process (PLE) .......................................................................................................... 9
  REACH-AHEAD CREDITS ..................................................................................................................... 10
  CREDIT COURSES EARNED OUTSIDE OF GREENWOOD ....................................................................... 10
  STUDENT RECORDS ............................................................................................................................ 10
  FULL DISCLOSURE ............................................................................................................................... 10
  PROMOTION POLICY .......................................................................................................................... 11
  GRANTING OF THE DIPLOMA AND CERTIFICATES ........................................................................... 11

ACADEMIC INFORMATION ........................................................................................................................ 12
  REPORTING TO PARENTS ...................................................................................................................... 12
  ONTARIO SCHOLAR DESIGNATION ...................................................................................................... 12
  PRINCIPAL’S AWARD ............................................................................................................................ 12
  HOMEWORK EXPECTATIONS ............................................................................................................... 12
  ATTENDANCE ........................................................................................................................................ 13
  FULL TIME STUDENT ............................................................................................................................ 13
  SUPERVISED STUDY PERIODS AND SPARES ..................................................................................... 14
  AUDITING COURSES ............................................................................................................................. 14

LATE ASSIGNMENT AND MISSED ASSESSMENT POLICY ....................................................................... 15
  ASSIGNMENT EXPECTATIONS .............................................................................................................. 15
  LATE AND MISSED MAJOR ASSESSMENTS .......................................................................................... 15
  STRATEGIES & CONSEQUENCES FOR LATE AND MISSED MAJOR ASSESSMENTS ................................ 16

CODE OF ACADEMIC HONESTY .................................................................................................................. 17
  EXAMPLES OF ACADEMIC DISHONESTY ............................................................................................ 17
  PREVENTION OF PLAGIARISM .............................................................................................................. 17
  ACADEMIC DISCIPLINE PROCEDURES .............................................................................................. 17
  INVESTIGATION PROCESS ................................................................................................................... 18
  ACTS OF ACCOUNTABILITY FOR ACADEMIC DISHONESTY ............................................................... 18

ASSESSMENT AND EVALUATION POLICY ............................................................................................ 20
  SCHEDULING OF MAJOR ASSESSMENTS ............................................................................................ 21
  MISSED TESTS AND IN-CLASS ASSESSMENTS .................................................................................. 21
  MAKE-UP TESTS AND ASSIGNMENTS ............................................................................................... 21
  FINAL EVALUATION ............................................................................................................................. 21
**SCHOOL MISSION AND VISION**

**Our mission:** To challenge and inspire each student to develop the knowledge, skills and character needed to reach their full potential in life.

**Our vision:** Greenwood will lead in providing a customized, engaging and character-building experience that prepares our students to make a positive difference in the world.

Here's how we're achieving our mission:

**PERSONALIZED EDUCATION**
- Our teaching approaches and curriculum are designed to challenge and support each student.

**PASSIONS PURSUED**
- We provide abundant opportunities for students to engage in high-calibre athletics, arts and other extracurricular programs.

**CHARACTER-BUILDING EXPERIENCES**
- Outdoor education, travel opportunities and weekly service learning programs build perseverance, empathy and leadership.

**LEADING-EDGE TECHNOLOGY**
- Greenwood is designed for the digital native, emphasizing fully integrated technology and collaboration tools.
The Ontario Diploma is awarded by the Minister of Education, on the recommendation of the Principal, to a student who has earned a minimum total of 30 credits as outlined below. All students are required to remain in school until the age of 18 or until they achieve the OSSD.

The OSSD Requirements for the Ontario Diploma

In order to earn the Ontario Diploma, students must:

- Earn 18 compulsory credits
- Earn 12 optional credits
- Complete 40 hours of community service activities
- Successfully complete the Grade 10 Literacy Test or the Ontario Secondary School Literacy Course

Two of these credits must be completed in an online format

Definition of a Credit

Credits are granted by the Principal on behalf of the Minister of Education. A credit is granted upon successful completion of a course scheduled for a minimum of 110 hours. A course developed or approved by the Ministry of Education as a half credit may be granted for a 55-hour part of a 110-hour Ministry developed course.

Compulsory Credits (total of 18)

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

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grades 11 or 12)
- 2 credits in science
- 1 credit in French as a second language
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 0.5 credit in civics
- 0.5 credit in career studies

3 additional credits, consisting of 1 credit from each of the following groups:

<table>
<thead>
<tr>
<th>Group 1:</th>
<th>English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 2:</td>
<td>French as a second language, the arts, business studies, health and physical education, cooperative education</td>
</tr>
<tr>
<td>Group 3:</td>
<td>French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education</td>
</tr>
</tbody>
</table>

Note: The following conditions apply to selections from the above three groups:
- A maximum of 2 credits in French as a second language may count as additional compulsory credits, the first credit from Group 1, and 1 additional credit from either Group 2 or Group 3
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3

Six of the credits must be Level 4 (Grade 12) courses at the U or M level for a student to qualify for university entrance in Ontario.
## Course Code Interpretation Chart: 2020-2021

<table>
<thead>
<tr>
<th>MPM</th>
<th>1</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first three characters indicates the Ministry approved course title:</td>
<td>The <strong>4th position</strong> indicates the grade or language level:</td>
<td>The <strong>5th position</strong> indicates the course type:</td>
</tr>
<tr>
<td>In this case: Principles of Mathematics</td>
<td>In this case: 1 = Grade 9</td>
<td>In this case: D = Academic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Subject Areas</th>
<th>Grades</th>
<th>Course Types</th>
<th>Program Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = The Arts</td>
<td>1 = Grade 9</td>
<td>C = College</td>
<td>3 = Enriched course</td>
</tr>
<tr>
<td>B = Business Studies</td>
<td>2 = Grade 10</td>
<td>D = Academic</td>
<td>O = Advanced Placement</td>
</tr>
<tr>
<td>C = Canadian and World Studies</td>
<td>3 = Grade 11</td>
<td>M = College or University</td>
<td></td>
</tr>
<tr>
<td>E = English, English Literacy Development, English As a Second Language</td>
<td>4 = Grade 12</td>
<td>O = Open</td>
<td></td>
</tr>
<tr>
<td>F = French</td>
<td></td>
<td>P = Applied</td>
<td></td>
</tr>
<tr>
<td>G = Guidance and Career Education</td>
<td></td>
<td>U = University</td>
<td></td>
</tr>
<tr>
<td>H = Social Sciences and the Humanities</td>
<td></td>
<td>(see page 4 for a description of Course Types)</td>
<td></td>
</tr>
<tr>
<td>I = Interdisciplinary Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K = Alternative (Non-Credit)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L = Classical and International Languages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M = Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P = Health and Physical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S = Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T = Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Languages</th>
<th>A = Level 1</th>
<th>B = Level 2</th>
<th>C = Level 3</th>
<th>D = Level 4</th>
<th>E = Level 5</th>
</tr>
</thead>
</table>

**Interpretation of Sample Course Codes**

- **CGC1D** Issues in Canadian Geography, Grade 9, Academic
- **GLC2O** Career Studies, Grade 10, Open
- **MFM2P** Foundations of Mathematics, Grade 10, Applied
- **ENG3U3** English, Grade 11, University Preparation, Enriched
- **ADA4M** Drama, Grade 12, University/College Preparation
Course Types

The following three types of courses are offered in Grades 9 and 10:

**Academic** courses develop students’ knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

**Applied** courses focus on the essential concepts of a subject and develop students’ knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

**Open** courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students’ knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

The following four types of courses are offered in Grades 11 and 12:

**College preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

**University preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

**University/college preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

**Open** courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students’ knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

Procedures for Students Who Wish to Change Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need.

In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the Vice-Principal, Student Learning.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course.
Compulsory Course Substitution Policy

In order to allow flexibility in designing a student’s program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits.

The Principal may replace up to three of these courses. Substitutions will be made after consultation between the student, the parents and the Principal or Vice-Principal, Student Learning.

A maximum of one credit earned for a learning strategies course may be used through substitution to meet a compulsory credit requirement. Credits earned for cooperative education may not be used through substitution to meet compulsory credit requirements. Two half credits may be used to meet one compulsory credit requirement. One full credit may be substituted for two half credit courses to meet a compulsory credit requirement.

The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma.

To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

7 required compulsory credits
- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography
- 1 credit in health and physical education
- 1 credit in the arts, computer studies, or technological education

7 required optional credits
- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described previously for the OSSD also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student’s Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.
Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

**Optional Credits (total of 12)**

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that will be selected from the courses available at the school. Students at Greenwood College School must take either GLE3O or GLS4O as an optional credit in their Grade 11 year as part of the Adviser program.

**Prerequisite Courses**

A course is designated as a prerequisite only if it provides essential background for the successful understanding of the subsequent course. For example, it is necessary to complete Grade 9 English (ENG1D) successfully before undertaking Grade 10 English (ENG2D). The Ministry of Education has determined the course prerequisites.

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites.

If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the Principal or Vice-Principal, Student Learning will determine whether or not the prerequisite should be waived. The school may also initiate consideration of whether a prerequisite should be waived. The Principal or Vice-Principal, Student Learning will make their decision in consultation with the parent or the adult student and appropriate school staff. The decision will be made based on the student’s prior academic performance and the requirements of the course.

**Online Learning Requirement**

Ontario students will be required to take two online credits to graduate from secondary school. Students that graduate in the 2023-2024 school year will be the first cohort that are required to complete online courses. Online courses can begin counting toward students’ graduation requirements beginning in September 2020. While online courses will be a mandatory graduation requirement, exemptions will be made for some students on an individual basis.

At Greenwood, students in Grade 7-9 complete BTT1O, which qualifies as one online learning credit. In addition, we offer a range of courses outside of the regular timetable which are run in an online learning mode that is facilitated by teacher tutorials (e.g. AWQ3M, AWQ4M, CGD3M, TOC4M, PLF4M, PPL2O3, PPL3O3). Descriptions for these courses are found in this Academic Handbook. Students may choose to take two of the courses listed here or fulfill the online learning requirement through an external provider of Ontario Curriculum online courses. The guidance counsellors can help families look at online learning options when planning for Grade 10-12.
Programs in Music Taken Outside the School
A student may be awarded a maximum of 2 credits for music programs taken outside the school.

For music programs completed outside the school, the Principal of a secondary school may award a maximum of 2 university/college preparation credits (1 Grade 11 credit and 1 Grade 12 credit) towards the Ontario Secondary School Diploma. These credits may be awarded in addition to any other music credits earned in school through successful completion of Ontario curriculum courses.

Please contact our Guidance & Postsecondary Department for additional inquiries regarding these credits.

Community Service Diploma Requirements
As part of the diploma requirements, students must complete a minimum of 40 hours of community service activities. These activities may be completed at any time during their years in the secondary school program, beginning in July prior to their Grade 9 year.

The community service requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities and contribute to students’ development. It will also provide opportunities for students to learn about the contributions they can make to the community.

In collaboration with their parents and the school, students will decide how they will complete the community service requirement. This diploma requirement will be overseen by the Guidance & Postsecondary Department.

Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 are able to start accumulating community involvement hours in the summer before they enter Grade 9.

Community Service activities may take place in a variety of settings including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfill the requirement through activities that are counted towards a credit, through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours - that is, the activities are to take place after school, on weekends, or during school holidays. Community service hours completed on school trips or as part of camp Leader-in-Training (L.I.T.)/Counsellor-in-Training (C.I.T.) programs during the summer will not count toward the diploma requirement of 40 hours. Please note: some experiences may be viewed on a case-by-case basis. Please contact Greenwood's Coordinator, Service Learning if there are questions regarding how hours may be completed.

At Greenwood, weekly opportunities are coordinated through the school and include a wide range of activities which work to connect students to a number of organizations in our community. In addition to weekly programs, additional volunteer opportunities are posted regularly on the community service blog, and students are supported in taking on leadership roles to coordinating their own volunteer initiatives.
Students will maintain and provide a record of their community service activities. Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted to the Coordinator, Service Learning. Documentation forms to record each community service activity can be obtained from the Service Learning page found within the school’s portal “ON”. This documentation must include, for each activity, the name of the person or organization receiving the service, the activity performed, the dates and hours, the signature of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved.

**Reporting Community Service Hours**

Students at Greenwood College School are required to keep track of and report their hours of community service for two separate programs. The first is the 40 hours of mandatory community service that is required in order for students to obtain an Ontario High School Diploma. The second program is the Duke of Edinburgh’s Award, which is an individual program that Greenwood students are strongly encouraged to complete, but is still an optional activity.

The reporting procedures for these two individual programs have different requirements.

**A) Reporting Hours for the 40 hour Graduation Requirement**

A Guidance & Postsecondary Counsellor and the student’s Adviser are responsible for tracking all students’ progress towards the completion of the 40 hour requirement. In order to receive credit for hours completed, while engaged in programs outside the school, students must submit an official letter from the person that supervised the student’s completion of the activity or a completed and signed Student Verification Form for any activities completed outside of the school. This form can be downloaded from the Service Learning page in the school’s portal “ON” and should be submitted to the Coordinator of Service Learning.

For Greenwood-led service activities, such as the Regent Park morning or Hockey H.E.R.O.S.’ after school programs, the Coordinator of Service Learning will maintain and record the accumulated hours. An updated tally of a student’s verified and completed hours is included with all students’ June report.

Questions about the legitimacy of a community service activity should be brought to the attention of the Coordinator of Service Learning prior to the student starting the activity. A more detailed description of Greenwood’s policy around this requirement can be found on page 7 of this handbook. Students are encouraged to continue to submit the verification forms even after completion of their 40 hours.
B) Reporting Hours for the Duke of Edinburgh’s Program
As part of the Duke of Edinburgh’s Program, students maintain a detailed record of all completed requirements (community service being just one of them) for the various levels of the award. The Program Coordinator is responsible for the organization and distribution of the handbooks used to record information for all sections of the program.

It is possible for students to use community service hours for both the Duke of Edinburgh’s Program and their compulsory 40 hours graduation requirement if they meet the specific requirements for each program. To do so, the students must submit documentation separately to the coordinators of each program. Advisers at all grades will work closely with students to monitor each student’s progress and completion of the requirements for these two programs. However, it is the responsibility of the student to submit the required documentation in order to receive credit towards either the 40 hour required for graduation or the Duke of Edinburgh’s program.

The Ontario Secondary School Literacy Test (OSSLT)
All students must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. The test is written in the spring of a student’s Grade 10 school year. The test is based on the Ontario curriculum expectations for language and communication - particularly reading and writing - up to and including Grade 9. Students have three opportunities to pass the OSSLT. Any student who has been eligible for the test for two years and has failed at least once may enrol in the Ontario Secondary School Literacy Course in order to complete this diploma requirement. This English course fulfills the compulsory Grade 12 requirement, but is not a suitable university or college prerequisite.

The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which the students need remediation. The school is required to provide remedial assistance for students who do not complete the test successfully. This assistance will be designed to help students improve their skills so they are better prepared to retake the literacy test. Once students have successfully completed the literacy test, they may not retake the test in the same language (i.e., English or French). Students who are on an Individualized Education Plan (IEP) are eligible for a range of test accommodations.

Prior Learning Assessment and Recognition (PLAR)
For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, Principals will grant equivalency credits for placement purposes based on their evaluation of the student’s previous learning.

Equivalent Credit Process (PLE)
For secondary students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, the Principal or designate of the receiving school will grant equivalency credits for placement purposes based on their evaluation of the student’s previous learnings. The determination will be made as equitably as possible and will include the total credit equivalency of the student’s previous learning and the number of compulsory and optional credits still to be earned. The credit equivalency total and the number of compulsory credits included will be entered
on the student’s transcript (OST). Students will have to meet the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities the student will have to complete.

Final decisions regarding placement are made by the Principal in consultation with the student, staff, and parents. The Principal will communicate the placement decision, and the rationale for the placement, to the student and parents. The Principal should note the results of his or her assessment and the reasons for the decision in the student’s Ontario Student Record (OSR).

**Reach-Ahead Credits**
The structure of our school makes it possible for students in Grades 7 and 8 to take a high school credit course. As set out by the Ontario Ministry of Education, the Principal of a student’s elementary school and the Principal of a secondary school may decide, with parental consent, that it is appropriate for a Grades 7 or 8 student to enrol in one or more secondary school courses. The Principal of the secondary school grants the credit, which is then recorded on the student’s transcript (OST).

In order to fulfill Ministry requirements, the school must include a letter of record for “reach-ahead” credits offered in Grades 7 and 8 in each student’s official record (OSR). This letter of record is mailed to parents when the student begins the course.

**Credit Courses Earned Outside of Greenwood**
Ideally students will complete all of their high school credits at Greenwood, as we feel this is the best way of meeting their individual needs and ensuring they are fully prepared for postsecondary programs. As required by the Ontario Ministry of Education, it will be noted on a student’s transcript when any credits are earned outside of the school.

**Student Records**
A record of courses successfully completed and credits earned toward the Ontario Diploma is maintained in each student’s Ontario Student Record (OSR). Courses are designated using Ontario Ministry of Education codes.

An up-to-date Ontario Student Transcript (OST) is kept in the school’s electronic files. Students (or their parents or guardians if they are under the age of 18) may examine the OSR by appointment with a member of the Guidance & Postsecondary Department or the Vice-Principal, Student Learning.

**Full Disclosure**
For Grade 9 and 10 courses, only successfully completed courses are recorded on the OST. For Grade 11 and 12 courses, all attempts, withdrawals and repeats of courses are recorded on the OST.

All courses coded with a 3 or 4 and a U, M, C or O designation are subject to the Full Disclosure Ministry Policy. All courses in which a student is enrolled five days after the issue of the progress report given halfway through the completion of a course will be recorded on a student’s transcript (i.e. the November report for semester 1 courses or the February report for semester 2 courses and full-year courses). In addition, any repeated courses will be recorded on a student’s transcript. This information will be made available to community colleges and universities for them to consider when making admission or scholarship decisions.
Promotion Policy
For students in Grades 9 through 12, the following regulations will, under normal circumstances, be enforced for promotion to the next grade level:

- A student who attains 50% or higher in all subjects on his or her June report will be promoted to the next grade.
- A student who has one subject below 50% will be placed on an academic contract to help support his/her future success. The conditions of this contract, which may include attendance at a recognized summer school program, will be established through consultation between the school and the student’s family.
- A student with one subject below 50% and an average of less than 65% for the remaining subjects will be placed on Academic Concern and receive appropriate support from the Student Success Centre or Adviser.
- If students have not completed a course by the end of the school year, the school will work with the student and his/her family to develop a plan to complete the course.

Granting of the Diploma and Certificates
On the recommendation of the Principal, the Minister of Education grants diplomas and certificates at any time during the year to students who have successfully completed the necessary requirements.

Where a student has completed the requirements through private study, night school, summer school, or e-learning, the diploma or certificate will be issued by the Principal of the school that holds the student’s Ontario Student Record when the final credit is earned. If the final credit is earned through the Independent Learning Centre, the student may choose to have the diploma or certificate issued by the director of the Independent Learning Centre or the Principal of the school last attended. The person issuing the diploma or certificate will submit the necessary report to the Ministry of Education.
Reporting to Parents
For full year courses, reports will be issued in November, February, April and June of the school year. Progress in first semester courses will be reported in October, November, December and February. Progress in second semester courses will be reported in March, April, May and June.

Progress reports include a Level of Achievement or percentage grade, learning skills, and comments. The comments focus on the achievement of learning goals and provide next steps to the students. The grades on each report are cumulative, representing each student’s achievement to date.

Parent-teacher conferences take place in the fall and winter. Conference appointments are made within the school’s portal. Information about the use of this system will be included with the progress report notification. Parents are also encouraged to communicate with teachers by email or telephone whenever they feel it is appropriate.

Ontario Scholar Designation
Students in Grade 12 who achieve an overall average of 80% (480 marks) or higher on any six Grade 12 courses (U, M, C or O level) are eligible for an Ontario Scholar award.

Principal’s Award
The Principal’s Award is given to students who earn a minimum overall final academic average of 79.5% calculated on all Greenwood courses taken during the academic year.

Homework Expectations
Completing a reasonable amount of homework is an important part of student learning. Determining what constitutes “reasonable” depends upon the individual student. Some students struggle with the demands of a regular program and benefit from a reduced homework load. Conversely, more academically able students require homework that enriches or extends the concepts studied in class. One of the goals of our instructional program is to differentiate instruction so that it meets the needs of the individual learner. Homework is a key part of this process.

Homework is posted within each course located in the school’s “ON” portal. This platform can be accessed by students, as well as parents. Students are encouraged to use a planner (e.g. agenda, Google calendar) to organize and manage their workload. Some degree of parent supervision of homework, particularly with students in Grades 7 to 9, is recommended. Students in need of organizational and time management assistance are encouraged to check in with their Adviser regularly so they may obtain assistance with the completion of homework. If you observe that your child has too much or too little homework, or struggles to complete the assigned work, please contact the subject teacher and discuss this issue.

The completion of homework is monitored on a daily basis. Students who fail to complete assigned work or arrive unprepared for class may be directed to the Homework Support Centre after school. Here, their subject teacher will check in with them and the student can complete the work and/or receive learning support for specific skills and concepts. These students may be required to attend
subject-specific extra help as well to ensure understanding and success. Parents of students who persistently neglect the completion of homework will be referred to the Vice-Principal, Student Learning.

**Attendance**

Students who are six years old on or before the first day of school are required to attend school until they reach the age of eighteen or graduate. Arriving to class on time and attending school consistently are fundamental to student success and an important life skill. The Ministry of Education mandates that in order for students to attain a credit they must complete 110 hours of instruction time for each course.

Parents will receive an email notification if a student receives an unverified absence. In households where a custodial parent or parent of record has been established, the attendance email will be sent to this parent. The school’s Vice-Principal, Student Learning works with students who are habitually late or absent from class. Appropriate consequences will be applied to students who are chronically late and/or frequently absent.

In more extreme cases, students who do not adhere to the school’s guidelines regarding punctuality and attendance are managed and supported on a case by case basis. It could result in the student being placed on a conduct contract and/or the possible loss of a credit. In the event that punctuality and chronic absences remain an issue, the student may not be allowed to re-enrol at Greenwood for the next year.

**Full Time Student**

Students at Greenwood generally take 8 courses each year when in Grades 7-11 and 6 courses in their Grade 12 year. Full time students carry the load described below. This can vary based on individual circumstance and approval from the Vice-Principal, Student Learning.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>8 courses</td>
</tr>
<tr>
<td>Grade 10</td>
<td>8 Courses</td>
</tr>
<tr>
<td>Grade 11</td>
<td>8 Courses</td>
</tr>
<tr>
<td>Grade 12</td>
<td>6 Courses</td>
</tr>
<tr>
<td></td>
<td>(if entering Grade 12 with 26 or more credits, can take 5 courses)</td>
</tr>
</tbody>
</table>

Full-time students can take no more than 4 spares per semester as this limits their ability to fully engage in the life of the school.
Supervised Study Periods and Spares

A) Students in Grade 9 and 10
Students in Grade 10 who have completed a summer school credit prior to entering Grade 10 or who are taking a course outside of the timetable (excluding BTT10) may choose to take a supervised study period. Supervised study periods will occur in the learning commons and attendance is mandatory.

B) Students in Grade 11
Students can take no more than one spare in their Grade 11 year. Generally, to be eligible for a spare, the student should have completed a minimum of 18 credits prior to beginning their Grade 11 year. This ensures flexibility in scheduling during the student’s Grade 11 and 12 years. The individual student’s situation will also be considered and, at times, a student will be eligible for a spare if they have completed 17 credits prior to their Grade 11 year.

Grade 10 and 11 students who would like to take a supervised study or spare should discuss this possibility with their Postsecondary Transition Counsellor. The counsellor will confirm that the student has enough credits and the correct credits to take a spare. The Vice-Principal, Student Learning will then confirm and grant the spare or supervised study based on the individual student needs and circumstance.

Auditing Courses
At Greenwood, students are not able to audit a course. In order to attend a course, students are required to be enrolled in the course and be completing the course credit.
Greenwood College School is committed to helping students acquire the skills and attitudes that will enable them to be successful adults. Learning how to work independently in order to meet assigned deadlines is an important life skill.

**Assignment Expectations**
Teachers are committed to helping students develop effective learning skills. Teachers and Advisers work with their students on both short and long-term planning. Teachers give appropriate notice of assignment due dates and in-class evaluations. Assignments or projects that evolve over a series of weeks or months are broken down into stages of completion. Teachers will monitor student progress and provide formative feedback at each stage. This will be done through a variety of methods such as student-teacher conferences, self-assessment and teacher evaluation or assessment of that stage.

Homework tasks and assignments are posted in each course within the school portal. Teachers of a Grade 7 to Grade 10 course post major assessments on a common school calendar. This calendar is used to ensure that students do not have more than two major Assessments of Learning (AOLs) on any given day.

Students in Grade 11 or Grade 12 courses are responsible for advocating for themselves to ensure that they have no more than two major AOLs on a given day. Efforts are made to ensure student workload is reasonable.

**Late and Missed Major Assessments**
Parents are contacted if a student appears to be falling behind on a major project. As teachers, we also recognize that some students require greater support with the acquisition of good work habits and we utilize the support of the student’s Adviser whenever possible. It is recognized that extraordinary situations, such as an extended absence, sometimes occur and require a ‘case-by-case’ application of this policy. School administration will communicate these situations to teachers and work collectively with the student, his/her family, and the Adviser to ensure that the learning needs of the student are respected.

It is the responsibility of the student to communicate any issues at least 48 hours (excluding weekends) in advance of the assigned deadline. Teachers will use their discretion about adjusting deadlines to meet individual needs. When a new deadline is agreed upon, it will be communicated to the student’s parents, as well as the student’s Adviser. It is the responsibility of the student, with the support of teachers, to develop the learning skills necessary to meet assigned deadlines. If it becomes evident that a student requires additional learning skills support, the student will be referred to work with their Adviser to develop these skills.

Students are responsible for providing evidence of their achievement of the overall course expectations within the timeframe specified by the teacher, and in a form approved by the teacher. Students must understand that there will be appropriate consequences for not completing assignments or for the submission of late assignments. These consequences are outlined below. Students who do not submit major assignments after receiving multiple chances, supporting interventions, and parent notifications could receive a grade of zero on the assignment. Student
overall achievement in the course will be based on demonstrated understanding and will not be impacted by marks removed for late work.

**Strategies & Consequences for Late and Missed Major Assessments**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Strategies for Addressing Late and Missed Assignments</th>
<th>Consequence</th>
</tr>
</thead>
</table>
| 7 & 8       | • Student is asked to clarify the reason for not submitting the assignment  
• Parent and Adviser are informed of missed deadline  
• An “Incomplete” will be recorded in ON by the teacher  
• Student must attend all available before/after school extra help until the assignment is complete (Extra help takes priority over school-related extra-curricular activities) | • The assessment must be submitted one week after the due date; the student’s mark will reflect the current level of understanding.  
• The learning skill of “Personal Responsibility” will be given a “satisfactory” [S] or “needs improvement” [NI] |
| 9 & 10      | • Student is asked to clarify the reason for not submitting the assignment  
• A new deadline is agreed upon between teacher and student  
• Student emails teacher, copying parent and Adviser, to inform them of the missed deadline. The email will include the next steps that will be taken (e.g. extra help) and the new deadline.  
• An “Incomplete” will be recorded in FAWeb by the teacher | • A late assessment reduction (applied to all assessed KICA categories) of 1% per school day to a maximum of 5%  
• After the maximum deduction has been taken, an incomplete will be recorded in the gradebook until the assignment is submitted. At this point, the assignment will be evaluated by the teacher accounting for the deduction. Parents, Adviser, and the relevant Vice-Principal will be informed.  
• The learning skill of “Personal Responsibility” will be given a “satisfactory” [S] or “needs improvement” [NI] |
| 11 & 12     | • Student is asked to clarify the reason for not submitting the assignment  
• Student emails teacher, copying parent and Adviser, to inform them of the missed deadline. The email will include the next steps that will be taken (e.g. extra help) and the new deadline.  
• Teacher reminds student of consequences for late submission.  
• An “Incomplete” will be recorded in FAWeb by the teacher | • A late-assessment reduction (applied to all assessed KICA categories) of 2% per school day to a maximum of 10%  
• After the maximum deduction has been taken, an incomplete will be recorded in the gradebook until the assignment is submitted. At this point, the assignment will be evaluated by the teacher accounting for the deduction. Parents, Adviser, and the relevant Vice-Principal will be informed.  
• The learning skill of “Personal Responsibility” will be given a “satisfactory” [S] or “needs improvement” [NI] |
Students must understand that the tests and exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned. Greenwood will develop strategies for helping students understand the gravity of such behaviour and the importance of acknowledging the work of others. (Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, p. 42).

**Examples of Academic Dishonesty**

Plagiarism means presenting, or closely imitating, the language and thoughts of someone else as if it were one's own. Examples of plagiarism are listed below. The term “assignment” includes, but is not limited to, essays, lab reports, chapter assignments and homework. This list is not exhaustive, but represents a guide for determining academic dishonesty.

- Copying information from another student
- Copying an assignment, or allowing someone else to copy one's work
- Copying information from any source including the Internet
- Making information available in hard copy or through an electronic or Internet source to another student
- Using another student's data unless specifically allowed by the teacher
- Submitting an assignment written in whole or in part by someone else and representing it as one's own
- Preparing an assignment for submission by another student
- Using direct quotations, or large sections of paraphrased material, without proper acknowledgement
- Buying or selling of assignments and submitting them as one's own for the purpose of plagiarism
- Submitting an assignment that has been previously submitted for evaluation in another course (unless submitted as part of interdisciplinary assignment). This refers to Greenwood-assigned work.

**Prevention of Plagiarism**

Through various courses taken at Greenwood, students will be taught the importance of using their own language and being confident in their own ideas. Students will be taught how to cite the work of others and to paraphrase effectively.

The school also uses technology to support students with the review/revision process to enhance their confidence in the integrity and originality of their work as well as help our students avoid instances of plagiarism.

**Academic Discipline Procedures**

The following discipline procedures are in response to the infringement of academic integrity and academic trust. Any infringement is a violation of community standards and the core values integral to Greenwood.
Investigation Process
When a teacher has reasonable grounds to believe that an act of academic dishonesty has been committed by a student, the teacher shall:

a. Inform the relevant School Administrator immediately.

b. Keep the originals of the work(s) and not return this/these work(s) to the student(s) until the investigation is completed.

c. Ask for the following information from the student(s): final draft, rough drafts of work and all reference materials.

d. Gather other evidence if necessary (for example, the website or source from which the assignment was plagiarized).

e. Review the information and evidence gathered with the School Administrator.

f. Depending upon the nature of the allegation, the resulting investigation may involve the classroom teacher and/or the School Administrator:
   • Meet with the student(s) and allow the student(s) to respond to the concern. In the event that more than one student is involved, individual meetings will be held with each student.
   • The teacher and School Administrator will review the student response and determine the appropriate course of action.
   • Inform the student(s) of the chosen course of action.
   • Submit a written summary of the incident, which will be used in the event of any further incidents of this nature.
   • Contact the parents of the student(s).

Acts of Accountability for Academic Dishonesty
As with all disciplinary action, the ultimate goal is that the selected course of action supports student growth and learning. Accordingly, the degree of honesty and forthrightness of the student shall be taken into consideration in determining disciplinary action. The course of action taken will also depend on the grade level and maturity of the student as well as the number and frequency of previous incidents of this nature. The student's individual circumstances and learning profile will also be considered.

In all instances of academic dishonesty, the student or teacher will write an account of the incident. This account will be kept on file with the School Administrator.
One or more of the following sanctions may be imposed at the recommendation of the School Administrator. The following chart is to be used as a guide and each situation will be considered individually, considering prior history and mitigating factors (e.g. IEP, circumstance), when determining the course of action.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Sanction(s)</th>
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</table>
| 7/8         | • A ‘Needs Improvement’ will be applied in the ‘Personal Responsibility for Learning’ learning skill.  
• Resubmission of the academic work is required.  
• Being placed on Conduct Concern or Conduct Probation.  
• A reduction of the final grade on the assignment. |
| 9/10        | • A ‘Needs Improvement’ will be applied in the ‘Personal Responsibility for Learning’ learning skills.  
• Being placed on Conduct Concern or Conduct Probation.  
• Resubmission of the academic work is required.  
• A reduction of the final grade on the assignment. The maximum late-assignment consequence may be applied as a grade reduction (loss of 5%).  
• A final grade of zero may be given on the assignment.  
• May be suspended from the school. |
| 11/12       | • A ‘Needs Improvement’ will be applied in the ‘Personal Responsibility for Learning’ and ‘Perseverance’ learning skills.  
• Being placed on Conduct Concern or Conduct Probation.  
• Resubmission of the academic work is required.  
• A reduction of the final grade on the assignment. The maximum late-assignment consequence may be applied as a grade reduction (loss of 10%).  
• A final grade of zero may be given on the assignment.  
• May be suspended from the school. |
The primary purpose of assessment and evaluation is to improve student learning. *(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, p. 6)* At the beginning of the school year, students will be provided with a written course outline which describes the knowledge, skills and achievement levels for each course. This outline will describe what evaluation is used to determine the 70% term evaluation and 30% culminating evaluation which combine to create the final grade. Grades 7 and 8 courses apply similar evaluation principles, but an 80% and 20% weighting will apply.

Many changes have occurred in education over the past few years. Perhaps the most significant area of change is in the area of assessment and evaluation. The term “assessment” refers to the ongoing feedback that a student receives throughout the year. This feedback is in the form of Assessment for Learning (AFL), which is formative feedback provided by the teacher, and Assessment as Learning (AAL), which is student-directed self-reflection. These assessments are used to give students regular feedback about areas of their learning that can be improved. Assessment in a Greenwood classroom takes many forms such as checklists, homework monitoring and observation by teachers of student participation in groups. On the progress report, assessment (AFL and AAL) is reflected in the learning skill categories. This area of the report measures how the student learns, and is separated from unit evaluations, also known as Assessments of Learning (AOL).

At various points in a course, teachers need to measure a student's performance in relation to the overall expectations. This is referred to as evaluation or Assessment of Learning (AOL). The traditional form of evaluation (AOL) is a test or exam. However, we now know that students learn in many ways. Consequently, students must be given a variety of ways to demonstrate their learning. For this reason, evaluation (AOL) in all courses must be varied. Performance tasks, such as a presentation, a seminar, an investigation or a lab exercise are all valid and necessary ways to evaluate student achievement.

In the Ontario curriculum, evaluation (AOL) is represented using levels and four achievement categories: knowledge and understanding; thinking and inquiry; communication; application or making connections. Rubrics and success criteria are often used to show students the connection between what is being evaluated and their level of performance. Teachers record this data by category. When determining a student's grade, teachers look at each category and determine the “most consistent level” of performance, and also take into consideration “the most recent evidence.” This approach to evaluation (AOL) best supports student learning. It allows students time to fully acquire key concepts and then demonstrate this understanding. Secondly, it allows teachers the flexibility to adjust the weighting of the evaluation according to their professional judgement.

The grade placed on a progress report is determined by a weighting of the evaluations (AOL) in the four achievement categories. This grade is represented as a percentage.
Scheduling of Major Assessments
Greenwood recognizes the need to help students maintain a balanced workload. As a result, any student may only have at most two major AOLs on any given day. Major evaluations (AOL) include, but are not limited to, performance tasks, tests, midterms, essays, projects, and presentations. Teachers will provide students with sufficient notice of major AOL deadlines, and it is the responsibility of the student to advocate for an alternate date as soon as possible, and prior to the deadline, if the evaluation date violates this policy. Establishing evaluation dates is up to the discretion of the teacher and may occur on any school day.

Missed Tests and In-Class Assessments
If a student has a documented reason for missing a test or in-class assessment, then the assessment should be written as soon as possible upon the student’s return to school. The student is responsible for arranging this time with the teacher. If a student does not have a documented reason then a meeting with the teacher, a school administrator, and/or Adviser will follow.

If a parent or student is aware that the student will be absent for an assessment, the parent and/or student should advise the teacher at least 48 hours in advance. Arrangements will be made so that the assessment can be written in the Missed Assessment Centre (MAC). The MAC will be open to students three days a week before and/or after school and will be supervised by a teacher.

Make-up Tests and Assignments
If a teacher feels that an assessment did not accurately reflect a student’s learning, they may offer a make-up assessment. This is done if the teacher deems it appropriate and the opportunity is offered to all students. The original grade will remain in the gradebook, but the teacher will apply most-recent, most-consistent assessment results when determining the student’s level of achievement. The same assignment cannot be evaluated twice.

Final Evaluation
Final evaluation provides students the opportunity to fairly and independently demonstrate their understanding of overall course expectations.

The final evaluation represents 30% of the final grade in a credit course (20% in Grades 7 and 8) and takes place towards the end of the semester or school year. Prior to the final evaluation period, teachers will spend class time reviewing material and skills covered in the course.

For each course, the final evaluation is composed of long and short evaluation periods. All short evaluation periods are 75 minutes in length, and long evaluation periods are outlined in the following table. During the final evaluation weeks, there is also quiet study and physical activity periods available to students. All of this is incorporated within the usual 8:40 a.m. to 3:30 p.m. schedule.
Attendance is mandatory at final evaluations. A student missing an evaluation requires a doctor’s note to avoid a mark of zero on that evaluation. Any extenuating circumstances known about prior to the final evaluation period should be communicated to the Vice-Principal, Student Learning.

Grade 7 and 8 students will participate in review periods and special activities during the evaluation weeks as well as complete evaluations. These activities will be assessed by their teacher and will count towards their term or final evaluation mark for a course, thus students are expected to attend these activities.
COUNSELLING AND ACADEMIC SUPPORT

Adviser Program

At Greenwood, our goal is to support student growth in 3 skill areas: Interpersonal Skills, Intrapersonal Skills, and Cognitive Skills. As well, we strive to support students as they develop in the critical areas of character: Intellectual, Civic, Moral, and Performance. The Adviser Program is the key support to student growth in all of these areas. Advisers work with:

- classroom teachers to ensure individual student needs are being met;
- students to help them develop skills needed to understand themselves as learners and to be able to personalize their program during their time at Greenwood.

Because of the importance of the Adviser Program at Greenwood, in many grades it is delivered through a timetabled course. Because student needs change as they grow and develop, the focus of the course through which the Adviser Program runs is different at different grades levels. Below is an overview of this progression.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Focus of Program at the Stage</th>
<th>Format of Program</th>
<th>Course Format</th>
</tr>
</thead>
</table>
| 7 & 8       | Executive functioning skills (organization, time management, study skills, self-awareness) | Program is run through a timetabled course, taught by the adviser:  
  - Grade 7 - Personalized Learning Skills 7 (PLS7)  
  - Grade 8 - Personalized Learning Skills 8 (PLS8)  
  - Adviser holds additional small-group and individual meetings as needed. | Compulsory |
|             | Development and awareness of interpersonal/intrapersonal skills (mindfulness, distress tolerance, emotional regulation, interpersonal effectiveness) |                      |              |
|             | Lessons on Diversity, Equity and Inclusion awareness, with a focus on empathy-building |                      |              |
| 9           | Personal management skills, both in school and in other contexts  
  - Students will learn how to develop and apply a range of strategies to improve their learning  
  - Communication, and planning skills  
  - Interpersonal skills  
  - Self-advocacy  
  - Reading skills  
  - Writing skills | Program is run through a timetabled course, taught by the adviser:  
  - Students with an IEP take GLE1O (Learning Strategies 1: Skills for Success in Secondary School).  
  - Students without an IEP take GLS1O (Learning Strategies 1: Skills for Success in Secondary School).  
  - Adviser holds additional small-group and individual meetings as needed. | Optional |

Grade 9 students who opt-out of the Adviser course will meet with their Adviser during weekly group meetings run outside of the timetable (at break time, before, or after school).
## Grade Level | Focus of Program at the Stage | Format of Program | Course Format
--- | --- | --- | ---
10 | • Personal management and development of a personal profile  
• Exploration of opportunities  
• Preparation for transitions and change  
• Goal setting and development  
• Financial literacy  
• Digital literacy  
• Pathways planning  
• Innovation Creativity and Entrepreneurship | • Program is run through a timetabled course, taught by the adviser:  
○ Careers Studies (GLC2O)  
• Adviser holds additional small-group and individual meetings as needed. | Compulsory

| Grade Level | Focus of Program at the Stage | Format of Program | Course Format
--- | --- | --- | ---
11 | • Study skills such as note taking, time management, memory work, test-exam preparation  
• Critical and creative thinking skills  
• Intro to postsecondary planning  
• Personal inventory: motivation, decision making, temperament, character  
• Communication skills & conflict management  
• Digital literacy  
• Leadership | • Program is run through a timetabled course, taught by the adviser:  
○ Students without an IEP take GLS4O (Advanced Learning Strategies: Skills for Success After Secondary School).  
• Adviser holds additional small-group and individual meetings as needed. | Optional

| Grade Level | Focus of Program at the Stage | Format of Program | Course Format
--- | --- | --- | ---
12 | • Postsecondary planning  
• Transition planning  
• Wellness and stress  
• Self-advocacy in preparation for postsecondary | • Program is run through one-on-one meetings based on individual student needs, as well as weekly group meetings for common information. | N/A

### Guidance: Academic Planning, Course Counselling & Postsecondary Transition

The goal of the Guidance & Postsecondary Department is to provide counsel and support for Greenwood students in making informed decisions in all areas of academic and career planning. The Adviser supports both the development of the student and works with the Guidance team to support students’ course selection choices. While the Adviser consistently plays a key role in a student’s growth and development, the Guidance & Postsecondary Counsellor will play a progressively greater role in a student’s life at Greenwood as they progress to the higher grades.
Academic advising and the course selection process are supervised by the Guidance & Postsecondary Department and the Vice-Principal, Student Learning. Students in Grade 9-12 are assigned to one of the Guidance & Postsecondary Counsellors, and/or Student Success Centre personnel to help them with the course selection process. If a student is enrolled in a Learning Strategies (GLE) course, the designated Student Success Centre teacher acts as the lead Adviser for the student’s academic program at the school, which includes course selection.

Throughout the course selection process in February, and throughout the year, students consult with the appropriate Guidance & Postsecondary Counsellor about any issues or questions that arise for course selection and planning. All students meet individually with their Guidance & Postsecondary Counsellor or their designated Student Success Centre teacher/Adviser to discuss and consider all of their course selection options in February.

The table below outlines the person responsible for various student support functions at each grade level.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Adviser</th>
<th>Guidance &amp; Postsecondary Counsellor</th>
</tr>
</thead>
</table>
| All Grades  | • Help students identify interests  
• Set personal goals 
• Liaise with teachers around enrichment & support needs 
• Awareness of community service and school life opportunities 
• Support with executive functioning skills 
• Supporting healthy, positive development through well-being practice 
• Work with students to develop character in ways suited to them | |
| 7           | Functions listed in All Grades Section, as well as:  
• Assist with the transition to new school 
• Development of executive functioning skills 
• Development and coaching of effective learning skills 
• Encourage community involvement 
• Discussion and support around healthy, positive development | None assigned |
| 8           | Functions listed in All Grades Section, as well as:  
• Development of self-awareness in and out of the classroom 
• Continued encouragement of community involvement 
• Supporting healthy, positive development through well-being practice 
• Academic goal setting 
• Course Selection planning & support | None assigned |
A school curriculum night is held in September and allows parents to learn about the individual subjects in which students are enrolled. A more detailed course planning evening is held in February to inform parents about the potential course options and choices for students.

Students and parents are encouraged to access the Guidance & Postsecondary information within the school’s portal located under Resources and/or contact their assigned Guidance & Postsecondary Counsellor with any inquiries they may have about courses, course selections, or postsecondary transitioning.

**Personal Counselling**
A professional social worker works in the school on a part-time basis and provides emotional and social support for students. To access the school social worker, students can speak to their Adviser or one of the Vice-Principals.

**Learning Support and Academic Intervention**
Grade level student review occurs regularly throughout the school year. The purpose of this review is to identify students who need further support and to discuss learning intervention strategies. If a student persistently struggles with one or more subjects, they will be given a learning contract outlining the expectations and behaviours needed to be successful.

In some cases, where the intervention strategies and learning contract has not led to student improvement, a student could be put on Academic Concern or Academic Probation. Students on Academic Concern or Academic Probation may have their participation in extracurricular events reduced or limited. Students who are on Academic Probation have their re-enrollment to Greenwood withheld until they have met the targets of their Probation. These students are monitored by the student’s Adviser and the Vice-Principal, Student Learning.

It is the experience of the school that with the appropriate support from the school and a student’s parents, as well as the consistent application of student effort, students can see an improved academic success and/or remove themselves from the Concern or Probation list.
Student Success Centre

The Student Success Centre (SSC) plays an integral part in supporting the school’s mission of ensuring success for all students. Recognizing that all students learn differently and each student possesses different strengths, the central focus of the SSC is to meet the needs of all learners. This goal is accomplished in a variety of ways.

At the beginning of the school year, the SSC staff updates the Individual Education Plan (IEP) of each identified student. The IEP provides a summary of the learner’s strengths and needs, as well as any necessary classroom and assessment accommodations. These accommodations relate to how a student learns, the learning environment, or the way in which a student represents his or her understanding of a concept. This is reviewed with the student’s subject teachers at the beginning of the school year and is revisited throughout the year during the bi-weekly communication with classroom teachers and during the school’s student review meetings. When necessary, appropriate adjustments are made and communicated to the student, as well as the student’s teachers and parents.

Students with an IEP are assigned to one of the SSC staff who will also act as the student’s Adviser. This person meets with the student on a regular basis and communicates with the student’s classroom teachers biweekly and the parents at least once a month.

Support for students is dependent upon their individual needs. For example, if a student is struggling in one class, the support would be given by the classroom teacher. If there is a pattern amongst many classes, the Adviser would facilitate a more fulsome intervention. This intervention will involve strategies such as enlisting parent support, supporting the growth of academic and executive functioning skills, and organizing an extra help schedule for the student. Student supports and intervention can be looked at as a pyramid which progressively involves more people as needed. All the while parents will be informed of concerns and consulted on next steps.
After reviewing a psychoeducational report and seeking parent and teacher input, the Vice-Principal, Student Learning, may recommend that a student carry a reduced course load so they may access SSC support to enable them to experience success in their other courses. Students who do so receive a timetabled period in the SSC where they earn a Learning Strategies credit (GLE1O/2O/3O). Grade 12 students in need for SSC support can enrol in the Transition Skills Program (TRP), a non-credit course.

Students may access the SSC at various times of the day. Many students prefer to visit the SSC before classes begin so that they can receive clarification with unfinished homework or review for an upcoming test. Others prefer to use the SSC at the end of the school day so that they can obtain homework and organizational support.

The SSC houses the peer mentoring program which enables senior students the opportunity to mentor younger students.
Grades 7 and 8 Academic Program

The Grades 7 and 8 program at Greenwood College School addresses the complex needs of the adolescent learner and is organized to ensure the healthy growth and development of all students.

The following subjects are studied in the Grades 7 and 8 program: English, French, math, science, history, geography, physical education, the arts (instrumental music, vocal music, drama, media arts and visual arts), and the development of personalized learning skills. The content of these courses follow the expectations outlined in the Ontario Curriculum. The French and math programs have an enrichment option for students who demonstrate mastery of content beyond the Ontario Curriculum for these grade levels.

Moreover, students partake in integrated projects that combine several subjects within a lesson, activity, unit of study, or week-long interest-based project grounded in authentic, real world scenarios. Week-long integration projects focus on scenarios such as disaster relief, sustainable development, or the issues of clean water resources within the city of Toronto. Throughout these projects, students continue to foster their interpersonal and intrapersonal skills, while building upon their problem-solving abilities within individual and group based tasks.

Over the course of the two year program, students earn one high school credit for the BTT1O course (Information and Communication Technology in Business). The expectations of this course focus on the effective use of business software and technology and act to prepare students for technology use within students’ current and future classes.

Within the Adviser Program, students take a personalized learning course (PLS7 & PLS8) to learn about and enhance executive functioning skills. This skill development is facilitated through direct teaching and the guided practice of organizational, time management and study skills. As well, students build self-awareness in and out of the classroom. Through the PLS course, students are given the opportunity to learn about relevant wellness practices in and out of the classroom to help promote positive mental, physical and emotional health.

Personalized Learning

The school’s teachers recognize that all students have different learning needs and styles. In order to address this diversity of learners, personalized learning is used as the basis of teaching and learning. By pre-assessing learners at various points in the year, teachers become familiar with student levels of readiness, learning styles and interests. Readiness refers to the student’s prior experience and understanding of a topic; learning styles refers to the way a student prefers to learn and how they learn best; interest refers to topics or ideas that motivate the student. By personalizing instruction, teachers take into account who they are teaching, as well as what they are teaching. They use pre-assessment feedback to design lessons and units which accommodate student learning differences. In doing so, students are forced to stretch and develop beyond their current level of understanding or experience. This approach to instruction allows for enrichment as well as remediation, and for individual learning as well as team learning.
**Blended Learning**

Blended Learning courses combine technology-rich lessons and activities with face-to-face classroom learning. In class, students work with their peers and with their teacher to further their understanding of concepts and to apply the content they learned in concept videos or online activities. Blended learning is used to personalize courses for students. In some blended learning courses, students are able to self-direct and self-pace through the curriculum with teacher support and guidance. In other courses, blended learning is used as an avenue to apply core content to themes of personal interest. Frequent assessment is used to monitor student progress. Teachers check in regularly and assist students in ensuring that they are on track with their learning goals. Teachers in blended learning courses support and help develop students’ organizational skills and self-monitoring abilities.

**Hybrid Schedule Overview**

Courses at Greenwood College School either run in a full-year or semester format. First semester runs from September to January and second semester runs from February to June. Whereas full-year classes meet every other day, semester courses meet daily. First semester courses have final evaluations in January. Final evaluations for second semester and full-year courses take place in May-June.

By taking a combination of full-year and semester courses, students can focus on fewer courses at once, which is advantageous to their overall learning and time management. This hybrid approach facilitates personalized learning for students.

**Learning Technology**

With its commitment to the effective use of technology, Greenwood provides its teachers and students with an enriched digital environment. Driven by curricular needs, the technology is used to support, personalize and, in many cases, transform traditional teaching methods. This is accomplished by providing teachers and students with options for the way content is taught, learned, understood and applied.

To personalize the learning experience and provide choice to families, Greenwood offers a school laptop option or a Bring Your Own Device (BYOD) laptop option. Students who choose a BYOD laptop are required to purchase and install their own software depending on the choice of their course selection. Students who purchase a laptop through the school’s partnered vendor will have the majority of the software provided. All students will have access to Cloud Applications, such as Google Apps, Online Storage and Web Printing to support their academic work. For information acquiring and installing the required software, go to [www.greenwoodcollege.org/byod](http://www.greenwoodcollege.org/byod).

In addition to the Laptop Program and Cloud Applications, all classrooms and many break out rooms are equipped with wireless projectors, sound systems, and interactive whiteboards allowing learning to become flexible and authentic. In addition to classroom technology, students can also access their courses online through the school’s online portal, where homework is posted regularly. The school’s portal additionally provides upcoming events, progress reports, news and attendance records. Google Apps for education is another mainstay tool that students and teachers use to facilitate learning and collaborate online. With the combination of these four mainstay tools, students receive a rich learning experience.
Teachers use tools such as Turnitin’s Plagiarism Detection and Hapara’s Google Apps Teacher Dashboard to support the development of personalized learning skills with our students. The effective use of these tools enhances engagement in areas of writing, organization, and reflection, as well as helps prepare our students for the postsecondary experience.

To support these technologies, students, teachers, and parents can access a help desk portal at helpdesk.greenwoodcollege.org. Through this portal, people can make and track their requests, as well as access a knowledge base of articles about how to use various online tools and resources.

The school also has a Media Lab and a state of the art Black Box Theater, which is used by students enrolled in film, drama, and media arts classes.

**Library Resources**

Having access to Toronto’s Public Library (TPL) system is one of the advantages of being located within a great city that offers a broad spectrum of services and cultural opportunities. The TPL offers a wealth of information by providing access to over a hundred different online databases. Because of this, Greenwood coordinates the provision of a TPL card for all new students each fall and renews this card for all returning students. The TPL will provide a card to anyone that works, lives or goes to school within Toronto. Learning how to use the online resources at the TPL is also a great starting point for our students. After they leave Greenwood, they can continue to use the library on their own and it can help them learn how to navigate and research information in more complex library systems at their future postsecondary institution.

**Advanced Placement**

Advanced Placement (AP) exams are designed by the U.S. College Board and are offered in over 30 subject areas. These exams are written in May, are supervised by the school, and are typically three hours in length. The cost of writing an exam is $124 (U.S.). AP is widely acknowledged as excellent preparation for university as it allows students to explore a subject in greater depth. In many instances, successful results on AP exams can be used to gain advanced standing at university. However, research conducted by the College Board indicates that many students who pass the AP exam do not take advantage of the advanced university standing option. Instead, they enter first-year courses well prepared by the rigour of preparing for the AP exam, and research studies indicate that these students achieve better academic results in first-year courses than students who have not been exposed to AP content.

Several courses in the Grades 11 and 12 curriculum are designed to prepare students to write AP exams. Developing the knowledge and skills essential for success on these exams is an integral part of the school’s approach to differentiated learning. In addition, exam preparation sessions are held after school or during morning extra-help sessions and are led by AP-trained teachers. The Coordinator of Advanced Placement works with specific subject teachers to ensure that the elements of a student’s AP plan are developed in appropriate detail. In the past, the school has prepared students for the following AP exams: English Literature and Composition, English Language and Composition, French Language, Economics, Environmental Science, Statistics and Calculus AB.
Students are encouraged to check with an academic counsellor about specific university policies regarding AP exams. Students contemplating an application to an American university or college should consider taking AP exams.

More detail about the College Board’s Advanced Placement program is available at:

http://www.collegeboard.com/student/testing/ap/about.html
http://www.collegeboard.com/apstudents
http://www.ap.ca/

**Cooperative Education**

Cooperative Education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students’ academic programs and are valuable for all students, whatever their postsecondary destination. Greenwood’s cooperative education program offers a one or two credit option. For one-credit co-op, students earn the Creating Opportunities through Co-op (DCO3O) credit, which is comprised of 90 hours at placement and 20 hours in class. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses. The two-credit co-op comprises DCO3O and GWL3O - Designing Your Future. The Designing Your Future Credit is comprised of 40 hours at placement and 80 hours in class.

A Cooperative Education Learning Plan (CELP) must be developed for all students in a cooperative education program. A student’s progress in achieving the curriculum expectations and in meeting the requirements identified in the CELP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student’s workplace supervisor.

**Job Shadowing and Job Twinning**

Job shadowing and job twinning may be offered to students from Grade 7 to Grade 12 as part of curriculum delivery or as part of the guidance and career education program. Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) observing a worker in a specific occupation. Job twinning provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day.

At Greenwood, students investigate various careers through opportunities such as Take Your Child to Work Day and a Careers Exploration Morning in which people in various jobs speak to the students about their professional pathway.
### COURSE OFFERINGS 2020-2021: GRADES 9 TO 12

#### GRADE 9 (8 CREDITS)

<table>
<thead>
<tr>
<th>Compulsory Credit Courses (7 credits)</th>
<th>Full Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Issues in Canadian Geography</td>
<td>CGC1D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - English</td>
<td>ENG1D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 - French</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core French - Grade 9 Academic</td>
<td>FSF1D OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core French - Grade 9 Applied</td>
<td>FSF1P OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core French - Grade 10 Academic</td>
<td></td>
<td>OR*** FSF2D</td>
<td></td>
</tr>
<tr>
<td>Principles of Mathematics - Academic</td>
<td></td>
<td>OR*** MPM1D</td>
<td></td>
</tr>
<tr>
<td>Principles of Mathematics - Applied</td>
<td></td>
<td>OR*** MFM1P</td>
<td></td>
</tr>
<tr>
<td>Foundations of Mathematics - Applied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students reaching ahead in math should choose one of the following courses:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations of Mathematics - Applied</td>
<td>*** MFM2P OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Mathematics - Academic</td>
<td>*** MPM2D OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Mathematics – Enriched</td>
<td>*** MPM2D3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 - Mathematics</td>
<td>PPL1OF (female) OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 - Healthy Active Living Education</td>
<td>PPL1OM (male)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 - Science</td>
<td>SNC1D OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science - Applied</td>
<td>SNC1P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 - Grade 9 Adviser Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Strategies 1: Skills for Success in Secondary School (limited enrolment, for students with IEPs only)</td>
<td>GLE1O OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Strategies 1: Skills for Success in Secondary School (for students without an IEP)</td>
<td>GLS1O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 - Elective Credit Courses (choose 1)</td>
<td>Full Year</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Drama</td>
<td>ADA2O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>AMU2O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Arts</td>
<td>ASM2O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>AVI2O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocal Music</td>
<td>AMV2O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>***The following elective course is run outside of the scheduled timetable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music, Repertoire</td>
<td>AMR2O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(must be in the band or choir and AMU2O to take this course)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra Credit Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All new Grade 9 students at Greenwood are initially enrolled in this course to support their transition and technology skills:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information and Communication Technology in Business (* Run outside of the regular timetable with support from Adviser.)</td>
<td>BTT1O</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## GRADE 10 (8 CREDITS)

### Compulsory Credit Courses (5 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Canadian History since World War I</td>
<td>10</td>
<td>5 credits</td>
</tr>
<tr>
<td>2A - Civics and Citizenship (0.5 credit)</td>
<td>10</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>2B - Grade 10 Adviser Course</td>
<td>10</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>3 - English</td>
<td>10</td>
<td>5 credits</td>
</tr>
</tbody>
</table>

### 4 - Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Mathematics - Applied</td>
<td>10</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Principles of Mathematics - Academic</td>
<td>10</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Principles of Mathematics - Enriched</td>
<td>10</td>
<td>0.5 credit</td>
</tr>
</tbody>
</table>

*students reaching ahead in math should choose one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations for College Mathematics</td>
<td>10</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Functions and Applications</td>
<td>10</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Functions</td>
<td>10</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Functions – Enriched</td>
<td>10</td>
<td>0.5 credit</td>
</tr>
</tbody>
</table>

### 5 - Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science - Academic</td>
<td>10</td>
<td>5 credits</td>
</tr>
<tr>
<td>Science - Applied</td>
<td>10</td>
<td>5 credits</td>
</tr>
</tbody>
</table>

### Elective Credit Courses (choose 3)

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>10</td>
<td>5 credits</td>
</tr>
<tr>
<td>Music</td>
<td>10</td>
<td>5 credits</td>
</tr>
<tr>
<td>Media Arts</td>
<td>10</td>
<td>5 credits</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>10</td>
<td>5 credits</td>
</tr>
<tr>
<td>Introduction to Film Studies</td>
<td>10</td>
<td>5 credits</td>
</tr>
<tr>
<td>Financial Accounting Fundamentals</td>
<td>10</td>
<td>5 credits</td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>10</td>
<td>5 credits</td>
</tr>
<tr>
<td>Course</td>
<td>Full Year</td>
<td>Semester 1</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Entrepreneurship: The Venture</td>
<td>BDI3C</td>
<td></td>
</tr>
<tr>
<td>Marketing: Goods, Services, Events</td>
<td>BMI3C</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core French - Grade 10</td>
<td>FSF2D</td>
<td>OR</td>
</tr>
<tr>
<td>Core French - Grade 11</td>
<td>FSF3U</td>
<td>OR</td>
</tr>
<tr>
<td>Enriched French - Grade 11</td>
<td>FSF3U3</td>
<td></td>
</tr>
<tr>
<td>Learning Strategies 1: Skills for Success in Secondary School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(limited enrollment, for students with IEPs only)</td>
<td>GLE2O</td>
<td></td>
</tr>
<tr>
<td>Food and Culture</td>
<td>HFC3M</td>
<td></td>
</tr>
<tr>
<td>Introduction to Anthropology, Psychology, and Sociology</td>
<td>HSP3U</td>
<td></td>
</tr>
<tr>
<td>World Religions and Belief Traditions: Perspectives, Issues, and Challenges</td>
<td>HRT3M</td>
<td></td>
</tr>
<tr>
<td>Introduction to Computer Science</td>
<td>ICS3U</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal &amp; Fitness Activities</td>
<td>PAF2O</td>
<td>OR</td>
</tr>
<tr>
<td>Large Group Activities</td>
<td>PAL2O</td>
<td></td>
</tr>
<tr>
<td>Technological Design</td>
<td>TDJ3M</td>
<td></td>
</tr>
<tr>
<td>Green Industries</td>
<td>THJ3M</td>
<td></td>
</tr>
</tbody>
</table>

***The following elective courses are run outside of the scheduled timetable.***

<table>
<thead>
<tr>
<th>Course</th>
<th>Full Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music, Repertoire (students must be part of the band or choir to take this course)</td>
<td>AMR3M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>AWQ3M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy Active Living Education (Elite Athletes)</td>
<td>PPL2O3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Development and Gerontology</td>
<td>TOJ4C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# GRADE 11 (8 CREDITS)

## Compulsory Credit Courses (4 credits)
- Select 1 English and 1 Math course
- Select 1 course linked to Adviser (GLE3O or GLS4O)
- In addition, Grade 11 students must take at least one science, technology or co-op course

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Details</th>
<th>Full Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - English</td>
<td>English, Grade 11</td>
<td>ENG3U OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English, Grade 11 - Advanced Placement</td>
<td>ENG3UO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - Mathematics</td>
<td>Foundations for College Mathematics</td>
<td>MBF3C OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Functions and Applications</td>
<td>MCF3M OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Functions</td>
<td>MCR3U OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Functions – Enriched</td>
<td>MCR3U3 OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students reaching ahead in math should choose:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Functions</td>
<td>MHF4U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 - Grade 11 Adviser Course</td>
<td>Advanced Learning Strategies: Skills for Success After Secondary School</td>
<td>GLE3O OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>GLS4O</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Elective Credit Courses (choose 5)
- At least one elective must be a science, technology or co-op course

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Details</th>
<th>Full Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Drama, Grade 11</td>
<td>ADA3M OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drama, Grade 12</td>
<td>ADA4M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Music, Guitar, Grade 11</td>
<td>AMG3M OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music, Guitar, Grade 12</td>
<td>AMG4M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music, Small Ensemble</td>
<td>AME4M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music, Grade 11</td>
<td>AMU3M OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music, Grade 12</td>
<td>AMU4M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music, Vocal/Choral, Grade 11</td>
<td>AMV3M OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music, Vocal/Choral, Grade 12</td>
<td>AMV4M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Arts</td>
<td>Media Arts, Grade 11</td>
<td>ASM3M OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Media Arts, Grade 12</td>
<td>ASM4M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Visual Arts, Grade 11</td>
<td>AVI3M OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Arts, Grade 12</td>
<td>AVI4M</td>
<td></td>
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<td>Large Group Activities</td>
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### COURSE OFFERINGS: GRADES 9-12
#### 2020-2021

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***The following elective courses are run outside of the scheduled timetable.***
## GRADE 12 (minimum of 6 credits)

### Compulsory Credit Course (1 credit) (select one)

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### Elective Credit Courses (choose a minimum of 5)

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<td>Music, Guitar</td>
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<td>Music, Vocal/Choral</td>
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<td>The Environment &amp; Resource Management - Advanced Placement (This course is linked to AP Environmental Science)</td>
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<td>World Issues: A Geographic Analysis</td>
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<td>Canadian and World Politics</td>
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<td>The Writer's Craft</td>
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<tr>
<td>Course</td>
<td>Full Year</td>
<td>Semester 1</td>
<td>Semester 2</td>
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<td>Calculus &amp; Vectors</td>
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<td>Physics</td>
<td>SPH4U</td>
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<td>Green Industries</td>
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<td>Transition Skills Program</td>
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***The following elective course is run outside of the scheduled timetable.***

<table>
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<th>Course</th>
<th>Full Year</th>
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<th>Semester 2</th>
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<tbody>
<tr>
<td>Music, Repertoire <em>(students must be part of the band or choir to take this course)</em></td>
<td>AMR4M</td>
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<td>Photography</td>
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<td>Recreation and healthy Active Living Leadership</td>
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<td>Child Development and Gerontology</td>
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</table>
This chart indicates when and how courses will be offered: full year, semester 1, or semester 2. A course may switch to the opposite semester than is indicated, or to a full-year format, if this maximizes the enrollment in the course.

Although students have the ability to choose to take some courses through either a semestered or full-year model, the school reserves the right to enroll a student into the format or section of course that is believed to be best suited for that student.

In an attempt to enroll students in as many of their chosen courses as possible, students may be placed in a format of course different to that which they chose. For example, they may choose to be in semestered science and are instead enrolled in the full-year version of this course in order to fulfill more of their, and other students’, chosen courses.

<table>
<thead>
<tr>
<th>Grade 7</th>
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<td>Arts elective 1 &amp; 2</td>
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<td>6 FY, 2 sem</td>
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<tr>
<td>Or all FY</td>
<td>GLE3O, GLS4O</td>
<td>ASM3M, ASM4M</td>
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<td>AMG3M, AMG4M</td>
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<tr>
<td>AME4M</td>
<td>BAF3M</td>
<td>BAT4M</td>
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<td>AMU3M, AMU4M</td>
<td>BD13C</td>
<td>BMI3C</td>
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<td>AMV3M, AMV4M</td>
<td>BBB4M</td>
<td>BOH4M</td>
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<td>AWR4M</td>
<td>CHY4U</td>
<td>CPW4U</td>
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<td>AWS4M</td>
<td>CGW4U</td>
<td>HFC3M</td>
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<tr>
<td>AV3M, AV4M</td>
<td>MSP3U</td>
<td>HRT3M</td>
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<tr>
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<td>LVV4U</td>
<td>HS4B</td>
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<td>CHA3U</td>
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<tr>
<td>FSF3U, FSF3U3, FSF4U</td>
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<tr>
<td>IDC4U</td>
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<tr>
<td>GWL3O + DCO3O</td>
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<td>(or DCO3O alone)</td>
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<tr>
<td>SB3U</td>
<td>ICS3U</td>
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<td>SCH3U</td>
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<td>IC4U</td>
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<td>SPH3U</td>
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<td>SPH3U</td>
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<td>CGR4MO</td>
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<td>PAF3O, PAL3O</td>
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<td>TDJ3M</td>
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<table>
<thead>
<tr>
<th>Grade 12</th>
<th>ENG4U, ENG4UO</th>
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</thead>
<tbody>
<tr>
<td>Per student:</td>
<td>AME4M</td>
<td>ADA4M</td>
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<tr>
<td>2 FY, 4 sem /</td>
<td>AMG4M</td>
<td>ASM4M</td>
<td></td>
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<tr>
<td>Or 4 FY, 2 sem /</td>
<td>AMU4M</td>
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<td>Or all FY</td>
<td>AMV4M</td>
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<td>AWR4M</td>
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<td>AWS4M</td>
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<td>AV4M</td>
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<td>BOH4M</td>
<td>BOH4M</td>
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<tr>
<td>CHY4U</td>
<td>CHY4U</td>
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<tr>
<td>CGR4MO</td>
<td>CGW4U</td>
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<tr>
<td>CLN4U</td>
<td>LVV4U</td>
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<tr>
<td>CIA4U</td>
<td></td>
<td>HZ4T4U</td>
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<td>DCO3O</td>
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<td>ICS4U</td>
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<td>EWC4U</td>
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<tr>
<td>FSF4U</td>
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<tr>
<td>IDC4U</td>
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<td></td>
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<tr>
<td>MAP4C</td>
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<td></td>
<td></td>
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<tr>
<td>MCV4U, MCV4UO</td>
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<tr>
<td>MDM4U</td>
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<td>MDF4U</td>
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<td>SBI4U</td>
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<td>SCH4U</td>
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<td>SPH4U</td>
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<td>PSK4U</td>
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<td>TRP</td>
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</tbody>
</table>
### Outside of scheduled class time:

<table>
<thead>
<tr>
<th></th>
<th>Full Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>AMR2O</td>
<td></td>
<td></td>
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<tr>
<td>Grade 10</td>
<td>PPL2O3</td>
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<td></td>
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<tr>
<td>Grade 11</td>
<td>CGD3M</td>
<td></td>
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<td></td>
<td>PPL3O3</td>
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<tr>
<td>Grade 12</td>
<td>PLF4M</td>
<td></td>
<td></td>
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<tr>
<td>Grade 10, 11, 12</td>
<td>AMR3M</td>
<td>AMR4M</td>
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<td></td>
<td>AWQ3M</td>
<td>AWQ4M</td>
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<tr>
<td></td>
<td>TOJ4C</td>
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</tbody>
</table>
When choosing courses, you will need to pay attention to the number of course slots you choose to take in each semester. **You cannot use more than 8 timetable slots per semester.** Use the form below to help you plan your credits.

- Full-year courses = 1 timetable slot
- Semester courses = 2 timetable slots

For example, if you take 6 full-year courses, you then can take one first semester course and one second semester course. See below for examples.

<table>
<thead>
<tr>
<th>Full Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
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</tbody>
</table>

Total timetable slots in each semester:
- Full-year courses:
  - 6x1 slot = 6
  - 1x2 slots = 2
  - Total timetable slots in sem 1 = 8
- Semester courses:
  - 6x1 slot = 6
  - 1x2 slots = 2
  - Total timetable slots in sem 2 = 8

**Course Selection Form EXAMPLE**

<table>
<thead>
<tr>
<th>Full Year Course</th>
<th>(worth 1 slot each)</th>
<th>Semester 1 Course</th>
<th>(worth 2 slots each)</th>
<th>Semester 2 Course</th>
<th>(worth 2 slots each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG3U</td>
<td>1</td>
<td>CGW4U</td>
<td>2</td>
<td>ADA4M</td>
<td>2</td>
</tr>
<tr>
<td>MCR3U</td>
<td>1</td>
<td>PAF3O</td>
<td>2</td>
<td>SPH3U</td>
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<td>GLS4O</td>
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<td>SCH3U</td>
<td>1</td>
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</tbody>
</table>

TOTAL FULL-YEAR SLOTS: 
- A = 4

TOTAL SEMESTER 1 COURSE SLOTS: 
- B = 4

TOTAL SEMESTER 1 COURSE SLOTS: 
- C = 4

Total Slots per Semester: (must equal 8)
- A + B = 4 + 4 = 8
- A + C = 4 + 4 = 8
# How to Select Courses

## 2020-2021

**Course Selection Form**

**Template for Student Use**

<table>
<thead>
<tr>
<th>Full Year Course</th>
<th>(worth 1 slot each)</th>
<th>Semester 1 Course</th>
<th>(worth 2 slots each)</th>
<th>Semester 2 Course</th>
<th>(worth 2 slots each)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
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</tbody>
</table>

**Total Full-Year Slots:**

A =

**Total Semester 1 Course Slots:**

B =

**Total Semester 1 Course Slots:**

C =

**Total Slots per Semester:**

(must equal 8)

A + B =

A + C =
A summary of course expectations is available at the Ministry of Education website www.edu.gov.on.ca/eng/curriculum/secondary. All Greenwood College School course outlines are available on Greenwood’s website. Complete courses of study are available for viewing in the office of the Principal.

**Grade 7 Program**

◆ **Arts, Grade 7**

Grade 7 students have the opportunity to participate in four of the following areas of the arts: drama, visual arts, media arts, vocal music, and instrumental music.

Because instrumental music involves students learning to play and developing skills on a band instrument, this form of art will run for a full semester. This means that students in Grade 7 who choose instrumental music as an arts option will participate in three areas of the arts: instrumental music during one semester and two other forms of art the opposite semester.

Students in Grade 7 who choose to not take instrumental music will participate in two forms of the arts during the first semester and two different forms of the arts during the second semester.

We will do our best to enroll students in their top four choices of the arts, however in some situations, such as a limit to class size, we may only be able to enroll students in their top three choices in addition to one other form of the arts.

**Drama, Grade 7** *(ADA7)*

Students in Grade 7 Drama will develop and extend their understanding of concepts through participation in various drama experiences such as role-playing, developing character relationships, use of setting and blocking, use of theatre equipment, and performing to the audience.

Assessments will focus on the use of the creative and critical analysis processes during creating and presenting, reflecting, responding and analysing, and exploring forms and cultural contexts.

**Visual Arts, Grade 7** *(ART7)*

This course explores the basic use of the elements and principles of design to help students develop their creativity, as well as the ability to communicate their understanding of the world around them through visual arts. Introductory techniques and skills will be explored in drawing, painting, and mixed media. A fundamental analysis of various artists will complement the creative process.
Media Arts, Grade 7  

This course explores the use of the elements and principles of art and design in a range of expressive forms. Various techniques, tools, and skills will be introduced through a range of media technologies. This course focuses on the development of students’ creativity, as well as the ability to communicate with others through media artworks. Students will be exploring industry-standard technical programs and will develop computer competency.

This program introduces students to the basic tools and techniques of Adobe Photoshop. Students explore a variety of photo editing and manipulation techniques to change and enhance images as well as take their own photographs to incorporate in new artworks.

Greenwood will continue to provide Adobe Cloud licenses for students who are taking media arts and film courses at a significantly lower cost than an individual license. Students will receive an email with installation instructions once classes start in the fall and will be charged a small fee. The fee covers a non-refundable Adobe Cloud license for the duration of the course. Students who opted out of the school laptop option for BYOD are responsible to install the license and ensure their device meets the technical requirements of the course.

Instrumental Music, Grade 7  

This course is intended to introduce students to a variety of musical styles and to develop rudimentary performance techniques in instrumental music. Through participation in a variety of activities including performance, listening, reading music, and composing, students will begin to refine their artistic skills related to the study of music.

In this course, students will develop musical performance skills on a band instrument. Please note that students with a background in piano or stringed instruments will be required to select a band instrument for the purposes of this course. Students enrolled in instrumental music will be charged for their instrument rental, and SmartMusic subscription.

Vocal Music, Grade 7  

This course is intended to introduce students to a wide array of musical styles and to develop rudimentary performance techniques. Through participation in a variety of musical activities, including performance, listening, reading music, and composing, students will begin to refine their artistic skills related to the study of vocal music. Students will develop their vocal technique in both solo and ensemble settings while performing music from a variety of genres.

English, Grade 7  

The Grade 7 English course aims to engage students in rich and exciting encounters with language, literature, and media while cultivating a safe space for experimental thinking and doing. To prepare students for life, relationships, and citizenship in the 21st century, this course will introduce participants to more advanced concepts, strategies, and skills in the areas of reading, writing, oral communication, research, and media studies. Over the course of the school year, students will read and respond to age-and-stage-appropriate articles, poems, short stories, and novels. They will analyze and generate their own media works, and learn to write clear and persuasive prose. Helping students to reflect on their learning and continue to develop proficiency in written communication will be a major focus of each unit.

The course combines thematic, cross-curricular, and project-based approaches. Three units covering resources, history, and natural disasters are integrated with the Grade 7 social studies course, while the remaining two units of study explore forms of writing, persuasive techniques, and digital storytelling.
◆ **French as a Second Language, Grade 7**  *(FRE7)*

This course builds on students’ previous encounters with the French language, emphasizing oral communication as well as reading, writing, and listening. Students will explore a range of resources that will introduce them to vocabulary and grammar that is authentic and meaningful. Students will participate in oral communication activities, use online language software, complete written language application tasks, and participate in spontaneous and prepared oral activities, dramatic tasks, and cultural explorations using a variety of thematic approaches. By the end of Grade 7, students will be able to identify and use the vocabulary, grammar, and language conventions appropriate for this grade level. They will also gain a deeper understanding of French culture.

◆ **Enriched French Language, Grade 7**  *(FRE-E)*

This course is designed for students in Grades 7 who have been in French immersion type programs or who demonstrate a high level of readiness in French based on a written assessment and oral interview, in French. This course emphasizes the expansion of students’ oral communication, listening comprehension, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes. Students who are enrolled in this course for Grade 7 will complete the core Grade 9 French credit (FSF1D) in Grade 8 and will move into Grade 10 Core French (FSF2D) during their Grade 9 academic year at Greenwood.

◆ **Learning Strategies, Grade 7**  *(GLE7)*

This course explores learning strategies to help students become better, more independent learners in school and in their everyday lives. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, planning, personal management and study skills. This course will increase students’ ability to learn effectively and efficiently by identifying and using a variety of literacy skills and strategies to improve reading, writing, and oral communication. Students will demonstrate an understanding of learning skills and strategies required for a successful transition to a new school.

◆ **Health and Physical Education, Grade 7**  *(PE7)*

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will be given the opportunity to participate in many individual, large-group, movement, and personal fitness activities over the course of the year. The health program follows the idea of overall wellness and will cover issues such as Healthy Eating, Personal Safety and Injury Prevention, Human Development and Sexual Health, Positive Mental Health Habits and Substance Use Addictions and Related Behaviours.

◆ **History and Geography, Grade 7**  *(CSS7)*

In Grade 7, the study of history focuses on the development of Canada from the mid-eighteenth to the late nineteenth century. Students investigate the contributions of significant groups and individuals and develop an understanding of Canada's European roots. Emphasis is placed on the development of critical thinking skills, including the ability to examine issues from more than one point of view. Note-taking skills are directly taught and implemented throughout the year. To develop a solid foundation of the knowledge and skills required in geography, students in Grade 7 are introduced to the concepts and methods of geographic inquiry. Students examine the various ways in which resources are used and the environmental implications of said use. Students demonstrate an understanding of the impact technology has on natural resources. Selected expectations from the History and Geography curricula have been combined to create some integrated units. The integrated approach to teaching and learning connects concepts, content, skills and assessment.
◆ **Mathematics, Grade 7**

This course is designed to build on previous learning and provide students with the necessary mathematical literacy and skill development for secondary school. The course is comprised of five strands, each covering one of five major areas of knowledge and skill sets in the Grade 7 mathematics curriculum. The five strands include Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra, and Data Management and Probability.

At times, the Grade 7 math class will be integrated with their science class. This will allow students to apply their knowledge of mathematics to science concepts throughout the year. Students will work on real life scenarios and allow for a deeper understanding of many major mathematical concepts.

Students who demonstrate an early mastery of the Grade 7 mathematics content as well as strong learning skills will be given the opportunity to complete both Grade 7 and 8 mathematics in the same year.

◆ **Science, Grade 7**

This course gives students the opportunity to explore a variety of topics including ecosystems, mixtures and solutions, energy and heat, and structures. All topics are explored in a hands-on manner. Students apply their knowledge to real world problems, such as creating sustainable ecosystems, designing and building structures capable of withstanding tremendous forces, and developing sustainable energy solutions.

At times, the Grade 7 science program will be integrated with their math classes. This will allow students to apply their knowledge of mathematics to science concepts throughout the year. Students will work on real life scenarios and allow for a deeper understanding of scientific concepts and emphasize critical thinking skills.

◆ **Personalized Learning Skills, Grade 7**

PLS is a skills based course with three areas of focus: (1) the learning and practice of wellness strategies to promote positive mental, physical and emotional health, (2) the foundation of knowledge and skills to discuss topics related to diversity, equity, and inclusion, and (3) learning to enhance executive functioning skills through direct teaching and practice of organizational, time management and study skills, along with learning to build self-awareness of personal strengths and needs in and out of the classroom.
Grade 8 Program

◆ Arts, Grade 8

Grade 8 students participate in the following areas of the arts; art and design technology, drama, visual arts, media arts, vocal music, and instrumental music. Grade 8 students will choose two of these areas on which to focus, taking one elective in semester one and the other in semester two.

*NEW* Art and Design Technology, Grade 8 (ADT8)

This course will provide students with the opportunity to create projects that develop foundational skills with traditional visual art techniques, graphic design and 3D modelling and printing through the process known as Design Thinking. Design thinking is an approach to learning that includes considering real-world problems, research, analysis, conceiving original ideas, experimentation, and building things by hand. The projects teach students how to make a stable product, use a variety of tools, think about the needs of another, solve challenges, overcome setbacks and stay motivated on a long-term project. This course will nurture students’ artistic talents, and develop their creative, practical and entrepreneurial skills in visual art, media art, and design.

Drama, Grade 8 (ADA8)

In Grade 8, Drama students use drama forms and conventions with growing understanding and greater competence. Students continue to work collaboratively, in and out of role, to explore movement, voice, role play, improvisation and scene work. Students generate questions, pose and solve problems, inquire into meaning, and represent their understandings using a range of forms, techniques, and conventions.

Students are encouraged to use the creative and critical analysis processes to make personal connections to the drama material they encounter, the performances they attend, and the drama experiences they share in the classroom setting. Evaluation will be based on active participation, interpersonal skills, performance, improvisation, collaborative group work and reflective journals.

Visual Arts, Grade 8 (ART8)

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.

Media Arts, Grade 8 (MA8)

This course focuses on the development of students’ creativity, as well as the ability to communicate with others through media works. Various techniques, tools, and skills will be introduced in the photo manipulation, digital illustration, and digital animation units. Students will learn to understand and appreciate a wide range of art works while developing the ability to analyze, describe, and reflect on a variety of art forms and styles created by others and on their own. Students will be exploring industry-standard technical programs and will continue to develop their computer competency.

Greenwood will continue to provide Adobe Cloud licenses for students who are taking media arts and film courses at a significantly lower cost than an individual license. Students will receive an email with installation instructions once classes start in the fall and will be charged a small fee. The fee covers a non-refundable Adobe Cloud license for the duration of the course. Students who opted out of the school laptop option for BYOD are responsible to install the license and ensure their device meets the technical requirements of the course.
Introduction to Instrumental Music, Grade 8 (MUS8)

This course is intended to introduce students to a variety of musical styles and to develop rudimentary performance techniques in instrumental music, while building on the foundation developed in the Grade 7 program. Through participation in a variety of activities including performance, listening, reading music, and composing, students will continue to refine their artistic skills related to the study of music.

In this course, students will develop musical performance skills on a band instrument. Please note that students with a background in piano or stringed instruments will be required to select a band instrument for the purposes of this course. Students enrolled in instrumental music will be charged for their instrument rental, and SmartMusic subscription.

Vocal Music, Grade 8 (VOC8)

This course is intended to build upon the musical foundation developed in the Grade 7 program. Students will examine a wide array of musical styles and continue to develop performance techniques in vocal music. Through participation in a variety of musical activities including performance, listening, reading music, and composing, students will begin to refine their artistic skills related to the study of vocal music.

◆ English, Grade 8 (ENG8)

Grade 8 English focuses on guiding students’ ability to independently and effectively understand, reflect on, apply and communicate information and ideas for continued learning in school and in a multicultural, multimedia world. Students will explore the structure, interpretation and creation of various forms of writing, and will read a variety of literature. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. Students will work through integrated units with the History and Geography classes, exploring common ground between all three disciplines. Students will analyze diverse viewpoints and perspectives, helping them explore their own possibly challenging emotions at this age. In the classroom texts, topics will include: embracing differences, exploring new perspectives, the hero’s journey and understanding societal barriers through graphic novels.

◆ French as a Second Language, Grade 8 (FRE8)

This course emphasizes the further development of French oral communication, reading, and writing skills, as well as an appreciation of French culture. Students will focus on listening to understand and interact, speaking to communicate and interact, reading comprehension as well as the purpose, form and style of different reading material. They will also explore the writing process and consider the purpose, audience and form of written work. Students build on and apply their knowledge of French through oral communication activities, written language applications, dramatic tasks, cultural explorations, and a novel study.

◆ Core French, Grade 9, Academic, Enriched (for Grade 8 students) (FSF1D3)

This course is designed for students in Grades 8 who have previously been enrolled in the FRE-E course at Greenwood or by permission of the Subject Team Leader. This course emphasizes the expansion of students’ oral communication, listening comprehension, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes. Students who are enrolled in this course for Grade 8 will complete the core Grade 9 French credit (FSF1D) and will move into Grade 10 Core French (FSF2D) during their Grade 9 academic year at Greenwood.

Prerequisite: FRE-E, or permission from the department

Credit Value: 1.0
Learning Strategies, Grade 8 (GLE8)

This course explores learning strategies to help students become better, more independent learners in school and in their everyday lives. Students will learn to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, study and executive functioning skills. Students will demonstrate an understanding of learning skills and strategies that work specifically for them and that are required for a positive transition to high school, with a focus on applying taught strategies to current course work.

Health and Physical Education, Grade 8 (PE8)

Students are guided through a process of self-discovery to develop lifelong health. This course will challenge students physically, emotionally and socially with its strong emphasis on fundamental movement and skill based activities. The student will learn about him/herself and others through active involvement in games, drills and leadership exercises. These activities will encourage the student to think creatively, act decisively and take safe risks to encourage growth. Some of the topics explored in health will be the concepts of Healthy Eating, Human Development and Sexual Health, Substance Use Addictions and Related Behaviours and Personal Safety and Injury Prevention.

History and Geography, Grade 8 (CSS8)

In Grade 8, students learn about the social, political economic and legal perspectives in Canada from 1850 - 1914. Students will use the significant people and events that occurred in Canada during this time period to examine various perspectives and experiences of the diverse populations in Canada both then, and today. Specifically, students will work to appreciate and understand how history has impacted Canada today through the practice of historical skills such as research, note-taking and primary and secondary document analysis. In Geography units, students will explore the ways that humans have impacted the Earth through human settlement patterns, where and why people live where they do and how humans can sustainably use the land available. Furthermore, students will explore population trends and how the number of people on the planet will affect the societal decisions made in the coming decades. Students will work to understand how the choices that they make affect the global community in terms of citizenship, stewardship and overall human rights.

Mathematics, Grade 8 (MAT8)

This course is designed to build on previous learning and provide students with the necessary mathematical literacy and skill development for secondary school. The course is comprised of five strands, each covering one of five major areas of knowledge and skill sets in the Grade 8 mathematics curriculum. The five strands include Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra, and Data Management and Probability.

Students in the mathematics reach ahead program will take MPM1D-RA (Grade 9 math) in Grade 8. Students who achieve a grade below 78% in MPM1D-RA in Grade 8 will be recommended to either redo Grade 9 math or complete skill-sharpening work over the summer and in the fall of their Grade 9 year if they choose to move into Grade 10 math.

Students who achieve a grade below 65% in MPM1D-RA will be required to redo Grade 9 math in their Grade 9 year to ensure that they have acquired the necessary skills to be successful in Grades 10-12 math courses.

Science, Grade 8 (SCI8)

This course gives students the opportunity to explore a variety of topics including water systems, fluid mechanics, the structure and function of plant and animal cells, and the applications of simple machines. All topics are explored using hands-on activities. Organisms are explored using compound light microscopes and lab-based inquiry. Students also learn through real-life applications as they explore fluid mechanics and the important role that water systems play in global ecosystems.
◆ Personalized Learning Skills, Grade 8 (PLS8)

The Grade 8 PLS course builds on the skills that were practiced in Grade 7 and develops upon the four areas of focus: (1) the learning and practice of wellness strategies to promote positive mental, physical and emotional health; (2) the foundation of knowledge and skills to discuss topics related to diversity, equity, and inclusion, (3) learning to enhance executive functioning skills through direct teaching and practice of organizational, time management and study skills, along with learning to build self-awareness of personal strengths and needs in and out of the classroom; and (4) developing literacy skills through non-fiction reading and discussions.
Prerequisite Chart for The Arts: Grades 9 – 12

**GRADE 9**
- Media Arts
  - ASM2O
  - Grade 10
- Visual Arts
  - AVI2O
  - Grade 10
- Drama
  - ADA2O
  - Grade 10
- Music
  - AMU2O
  - Grade 10
- Music, Repertoire
  - AMR2O
  - Grade 10
- Music, Vocal/Choral
  - AMV2O
  - Grade 10

**GRADE 10**
- Visual Arts - Photography
  - AWQ3M
  - Grade 11
- Visual Arts
  - AVI3M
  - Grade 11
- Drama
  - ADA3M
  - Grade 11
- Music
  - AMU3M
  - Grade 11
- Music, Repertoire
  - AMR3M
  - Grade 11
- Music, Guitar
  - AMG3M
  - Grade 11
- Music, Vocal/Choral
  - AMV3M
  - Grade 11

**GRADE 11/12**
- Visual Arts - Drawing & Painting
  - AWM4M
  - Grade 12
- Visual Arts
  - AVI4M
  - Grade 12
- Graphic Arts - Multimedia
  - AWS4M
  - Grade 12
- Visual Arts - Film/Video
  - AWR4M
  - Grade 12
- Drama
  - ADA4M
  - Grade 12
- Music
  - AMU4M
  - Grade 12
- Music, Repertoire
  - AMR4M
  - Grade 12
- Music, Guitar
  - AMG4M
  - Grade 12
- Music, Small Ensemble
  - AME4M
  - Grade 12
- Music, Vocal/Choral
  - AMV4M
  - Grade 12
Music

A cost-recovery fee will be charged to students enrolled in music courses. This fee covers the rental, use and maintenance of musical instruments.

◆ **Music, Grade 10, Open** *(AMU2O)*

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

**Prerequisite:** None  
**Credit Value:** 1.0

◆ **Music, Repertoire, Grade 10, Open** *(AMR2O)*

In this course, music will be explored through repertoire and performance.

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

This course will be run outside of the timetable. **Students enrolled in this course are required to be part of the band or choir, and to be enrolled in AMU2O.** Students will complete their performance components of the course through the band or choir and the theory through their timetabled music course (AMU2O).

**Prerequisite:** None  
**Credit Value:** 1.0

◆ **Music, Vocal/Choral, Grade 10, Open** *(AMV2O)*

In this course music will be explored through singing. Students will sing solo repertoire, duets, as well as multi-part choral singing.

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

**Prerequisite:** None  
**Credit Value:** 1.0

◆ **Music, Grade 11, University/College Preparation** *(AMU3M)*

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

**Prerequisite:** Music, Grade 9 or 10, Open  
**Credit Value:** 1.0
Music, Guitar, Grade 11, University/College (AMG3M)

This course has three points of focus: Performance, Theory and History. The performance elements would include the development of right and left hand technique, playing together in small ensembles and performing solo. The theory components of the course would develop the student’s ability to read/create advanced chord charts and compose simple melodies over given accompaniments. The history components would be taught by genre and would develop the student’s ability to think critically about the social impact of music.

Prerequisite: Music, Grade 9 or 10, Open or permission of teacher
Credit Value: 1.0

Music, Repertoire, Grade 11, University/College (AMR3M)

In this course, music will be explored through repertoire and performance.
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.

This course will be run outside of the timetable. At Greenwood:

- students enrolled in this course are required to be part of the band or choir in order to complete the performance components of the course, and
- students must meet one of the following requirements in order to enroll in AMR3M:
  1. concurrently enroll in AMU3M
  2. previously been part of the band or choir for 2 years, or
  3. pass an audition involving both the practical and theoretical components of the AMU2O course

Students who are not concurrently enrolled in AMU3M will be required to complete the theory components of AMR3M through weekly mandatory tutorials which will take place at break, lunch, or after school.

Prerequisite: Music, Grade 9 or 10, Open (AMU2O)
Credit Value: 1.0

Music, Vocal/Choral, Grade 11, University/College (AMV3M)

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.

This course is intended to develop students’ understanding and appreciation of vocal music with a focus on practical skills and creative work. Through informal and formal performances students will develop artistic skills related to the presentation and enjoyment of vocal music. Students will examine vocal technique and music theory while studying a variety of musical genres.

Prerequisite: Music, Grade 9 or 10, Open (AMU1O or AMU2O) or permission of the school
Credit Value: 1.0
Music, Grade 12, University/College Preparation (AMU4M)

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

Prerequisite: Music, Grade 11, University/College Preparation
Credit Value: 1.0

Music, Small Ensemble, Grade 12, University/College Preparation (AME4M)

This course emphasizes the creation and performance of music for small ensemble at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will perform with each other in small groups, furthering their understanding of the shifting role each instrument plays within ever-changing small ensembles. They will also explore the function of music in society with reference to the self, communities and cultures.

Prerequisite: Music, Grade 11, University/College Preparation
Credit Value: 1.0

Music, Guitar, Grade 12, University/College Preparation (AMG4M)

This course has three points of focus: Performance, Theory and History. The performance elements would include the development of right and left hand technique, playing together in small ensembles and performing solo. The theory components of the course would develop the student's ability to read/create advanced chord charts and compose simple melodies over given accompaniments. The history components would be taught by genre and would develop the student's ability to think critically about the social impact of music.

Prerequisite: Music, Guitar, Grade 11, University/College Preparation or permission of teacher
Credit Value: 1.0
**Music, Repertoire, Grade 12, University/College Preparation (AMR4M)**

In this course, music will be explored through repertoire and performance.

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 in music to their life and careers.

This course will be run outside of the timetable. At Greenwood:

- **students enrolled in this course are required to be part of the band or choir** in order to complete the performance components of the course, and
- **students must meet one of the following requirements in order to enroll in AMR4M:**
  1. concurrently enroll in AMU4M
  2. previously been part of the band or choir for 2 years
  3. have taken AMU3M or AMR3M, or
  4. pass an audition involving both the practical and theoretical components of the AMU3M course

Students who are not concurrently enrolled in AMU4M will be required to complete the theory components of AMR4M through weekly mandatory tutorials which will take place at break, lunch, or after school.

**Prerequisite:** Music, Grade 11, University/College Preparation (AMU3M) OR Music, Repertoire, Grade 11, University/College Preparation (AMR3M)

**Credit Value:** 1.0

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**Music, Vocal/Choral, Grade 12, University/College Preparation (AMV4M)**

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

This course is intended to further develop students’ understanding and appreciation of vocal music with a focus on practical skills and creative work. Through informal and formal performances students will develop artistic skills related to the presentation and enjoyment of vocal music. Students will examine vocal technique and music theory while studying a variety of musical genres.

**Prerequisite:** Music, Grade 11, University/College Preparation (AMU3M), Music - Choral/Vocal, Grade 11, University/College Preparation (AMV3M) or permission of the school

**Credit Value:** 1.0
Drama

◆ Drama, Grade 10, Open (ADA2O)

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
Credit Value: 1.0

◆ Drama, Grade 11, University/College Preparation (ADA3M)

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

Prerequisite: Drama, Grade 9 or 10, Open
Credit Value: 1.0

◆ Drama, Grade 12, University/College Preparation (ADA4M)

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

Prerequisite: Drama, Grade 11, University/College Preparation
Credit Value: 1.0
Visual Arts

◆ **Visual Arts, Grade 10, Open** (AVI2O)

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

Students will need to purchase materials for a personalized mixed media project.

Prerequisite: None
Credit Value: 1.0

◆ **Visual Arts, Grade 11, University/College Preparation** (AVI3M)

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that includes drawing, painting and mixed media. Students will use the critical analysis process when evaluating their own work and the work of others with a focus on Toronto architecture and public art.

Students will need to purchase materials for personalized projects, and are expected to travel within the city to research, sketch and photograph a unique neighbourhood of their choice for a design project.

Prerequisite: Visual Arts, Grade 9 or 10, Open
Credit Value: 1.0

◆ **Visual Arts, Grade 12, University/College Preparation** (AVI4M)

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Students will need to purchase materials for personalized projects.

Prerequisite: Visual Arts, Grade 11, University/College Preparation
Credit Value: 1.0
Visual Arts Focus Courses

◆ **Visual Arts - Photography, Grade 11, University/College Preparation** (AWQ3M)

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

This course aims to introduce students to photography and provide them with the skills to produce a well-executed image. Students will fine tune and expand on photographic skills, both in terms of practice and conceptual development. Through practical exercises and group work, students will learn how to “make” photos, instead of simply “taking photos,” through the application of the elements and principles of design. This course will provide an introduction to some of the theoretical and philosophical questions of the past century as they relate to photographs and photo-real imagery. Students will examine and understand the history of photography as both a story of technological advance and cultural development, with specific attention to relevant political and popular cultural landmarks. Students will fine tune their analytic sense when observing photos and engage with them in a highly critical capacity.

This course will be run outside of the regular timetable. Students will be expected to attend two tutorials each week from many that will be available at break and after school. Students will use their photography and layout skills to support the yearbook. The culminating project will involve completing part of the yearbook.

Grade 11 students enrolled in Photography will have the option of completing 1-2 units through the fall Outdoor Education trip in British Columbia. The option to complete course work on the fall Outdoor Education trip will depend on the number of students interested in this course connection.

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

**Credit Value:** 1.0

◆ **Visual Arts, Introduction to Film Studies, Grade 11, University/College Preparation** (AWR3M)

This introductory course allows students to make the necessary connections between technology, film theory and creative writing, all which will enable them to pursue a career in media. Small group and individual creation will be the two staples of the students experience as they learn how to foster and develop their own style of filmmaking. Students will shoot music videos, documentaries, linear narratives, and comedic shorts.

Greenwood will continue to provide Adobe Cloud licenses for students who are taking media arts and film courses at a significantly lower cost than an individual license. Students will receive an email with installation instructions once classes start in the fall and will be charged a small fee. The fee covers a non-refundable Adobe Cloud license for the duration of the course. Students who opted out of the school laptop option for BYOD are responsible to install the license and ensure their device meets the technical requirements of the course.

**Prerequisite:** Visual Arts, Grade 10, Open OR Drama, Grade 10, Open OR Media Arts, Grade 10, Open OR permission of Subject Team Leader

**Credit Value:** 1.0
Visual Arts, Drawing & Painting, Grade 12, University/College Preparation (AWM4M)

Skills and techniques in drawing and painting will be the focus of this course. Through creative problem solving, students will develop personal imagery and expression. Discussions and critiques will be enriched through the study of historical and contemporary artists’ work and application in studio projects.

Students will need to purchase materials for personalized projects.

Prerequisite: Visual Arts, Grade 11, University/College Preparation
Credit Value: 1.0

Visual Arts - Photography, Grade 12, University/College Preparation (AWQ4M)

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. This course will focus on photography.

This course aims to introduce students to photography and provide them with the skills to produce a well-executed image. Students will fine tune and expand on photographic skills, both in terms of practice and conceptual development. Through practical exercises and group work, students will learn how to “make” photos, instead of simply “taking photos,” through the application of the elements and principles of design. This course will provide an introduction to some of the theoretical and philosophical questions of the past century as they relate to photographs and photo-real imagery. Students will examine and understand the history of photography as both a story of technological advance and cultural development, with specific attention to relevant political and popular cultural landmarks. Students will fine tune their analytic sense when observing photos and engage with them in a highly critical capacity.

This course will be run outside of the regular timetable. Students will be expected to attend two tutorials each week from many that will be available at break and after school. Students will use their photography and layout skills to support the yearbook. The culminating project will involve completing part of the yearbook.

Grade 11 students enrolled in Photography will have the option of completing 1-2 units through the fall Outdoor Education trip in British Columbia. The option to complete course work on the fall Outdoor Education trip will depend on the number of students interested in this course connection.

Prerequisite: Visual Arts - Photography, Grade 11, University/College Preparation (AWQ3M)
Credit Value: 1.0

Visual Arts, Film/Video, Grade 12, University/College Preparation (AWR4M)

This course fosters student centered learning aimed at shooting larger film projects. Students will develop a deeper understanding of cinematography, lighting, sound editing and picture editing, as they execute scripts that they have written. Working within larger film communities, students will come together as a class to create a television pilot, which shadows the collaborative nature of the film industry.

Greenwood will continue to provide Adobe Cloud licenses for students who are taking media arts and film courses at a significantly lower cost than an individual license. Students will receive an email with installation instructions once classes start in the fall and will be charged a small fee. The fee covers a non-refundable Adobe Cloud license for the duration of the course. Students who opted out of the school laptop option for BYOD are responsible to install the license and ensure their device meets the technical requirements of the course.

Prerequisite: Introduction to Film Studies, Grade 11, Open
Credit Value: 1.0
**Visual Arts, Graphic Arts - Multimedia, Grade 12, University/College Preparation (AWS4M)**

This course explores a variety of media through a series of practical projects. Aimed at teaching the importance of the client/employee relationship, students will gain hands-on experience when working on a series of advertisements. Students will have opportunities to individualize the course as they select a digital medium to focus on throughout the year. Since this course will be focused on individualized projects, students can work at their own pace to best suit their schedule. Film, print, and audio-based advertising will be explored.

Greenwood will continue to provide Adobe Cloud licenses for students who are taking media arts and film courses at a significantly lower cost than an individual license. Students will receive an email with installation instructions once classes start in the fall and will be charged a small fee. The fee covers a non-refundable Adobe Cloud license for the duration of the course. Students who opted out of the school laptop option for BYOD are responsible to install the license and ensure their device meets the technical requirements of the course.

Prerequisite: Visual Arts, Grade 11, University/College Preparation, or Introduction to Film Studies, Grade 11, University/College Preparation

Credit Value: 1.0

**Media Arts**

**Media Arts, Grade 10, Open (ASM2O)**

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

Greenwood will continue to provide Adobe Cloud licenses for students who are taking media arts and film courses at a significantly lower cost than an individual license. Students will receive an email with installation instructions once classes start in the fall and will be charged a small fee. The fee covers a non-refundable Adobe Cloud license for the duration of the course. Students who opted out of the school laptop option for BYOD are responsible to install the license and ensure their device meets the technical requirements of the course.

Prerequisite: None

Credit Value: 1.0

**Media Arts, Grade 11, University/College Preparation (ASM3M)**

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

Greenwood will continue to provide Adobe Cloud licenses for students who are taking media arts and film courses at a significantly lower cost than an individual license. Students will receive an email with installation instructions once classes start in the fall and will be charged a small fee. The fee covers a non-refundable Adobe Cloud license for the duration of the course. Students who opted out of the school laptop option for BYOD are responsible to install the license and ensure their device meets the technical requirements of the course.

Prerequisite: Media Arts, Grade 10, Open

Credit Value: 1.0
◆ **Media Arts, Grade 12, University/College Preparation (ASM4M)**

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

Greenwood will continue to provide Adobe Cloud licenses for students who are taking media arts and film courses at a significantly lower cost than an individual license. Students will receive an email with installation instructions once classes start in the fall and will be charged a small fee. The fee covers a non-refundable Adobe Cloud license for the duration of the course. Students who opted out of the school laptop option for BYOD are responsible to install the license and ensure their device meets the technical requirements of the course.

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

**Credit Value:** 1.0
Business Studies

Prerequisite Chart for Business Studies
Grades 9 – 12

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information and</td>
<td>Introduction to</td>
<td>Financial Accounting</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>Communication</td>
<td>Business</td>
<td>Fundamentals</td>
<td>Principles</td>
</tr>
<tr>
<td>Technology in</td>
<td>BBI2O</td>
<td>BAF3M</td>
<td>BAT4M</td>
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<tr>
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<td>Grade 10</td>
<td>Grade 11</td>
<td>Grade 12</td>
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<tr>
<td>Grade 9</td>
<td></td>
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<tr>
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<td></td>
<td></td>
<td>International</td>
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<td></td>
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<td>Business Fundamentals</td>
</tr>
<tr>
<td>BDI3C</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Grade 11</td>
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<td></td>
<td>Grade 12</td>
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<td></td>
<td>Business Leadership:</td>
</tr>
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<td>Services, Events</td>
<td></td>
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</tr>
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<td>Grade 11</td>
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<td>Grade 12</td>
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* Any university, university/college preparation course in Canadian & world studies, English or social sciences & humanities

* Analysing Current Economic Issues CIA4U Grade 12
Business Studies

◆ Information and Communication Technology in Business, Grade 9 or 10, Open (BTT1O)

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

This course is intended for students who were not enrolled at Greenwood in Grades 7 and/or 8. It is meant to support the transition to Greenwood by enabling students to develop technology skills.

This course will be delivered outside of the traditional timetable, using online materials with face-to-face support from the student’s Adviser.

Prerequisite: None
Credit Value: 1.0

◆ Introduction to Business, Grade 10, Open (BBI2O)

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

Prerequisite: None
Credit Value: 1.0

◆ Entrepreneurship: The Venture, Grade 11, College Preparation (BDI3C)

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.

Recommended Preparation – completion of BBI2O for this course.

Prerequisite: None
Credit Value: 1.0

◆ Financial Accounting Fundamentals, Grade 11, University/College Preparation (BAF3M)

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

Recommended Preparation – completion of BBI2O for this course.

Prerequisite: None
Credit Value: 1.0
◆ **Marketing: Goods, Services, Events, Grade 11, College Preparation (BMI3C)**

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

Recommended Preparation – completion of BBI2O for this course.

Prerequisite: None
Credit Value: 1.0

◆ **Financial Accounting Principles, Grade 12, University/College Preparation (BAT4M)**

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

Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation
Credit Value: 1.0

◆ **International Business Fundamentals, Grade 12, University/College Preparation (BBB4M)**

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

Recommended Preparation - completion of one business course from the following list: BBI2O, BDI3C, BAF3M or BMI3C.

Prerequisite: None
Credit Value: 1.0

◆ **Business Leadership: Management Fundamentals, Grade 12, University/College Preparation (BOH4M)**

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.

Recommended Preparation - completion of one business course from the following list: BBI2O, BDI3C, BAF3M or BMI3C.

Prerequisite: None
Credit Value: 1.0
Analysing Current Economic Issues, Grade 12, University Preparation (CIA4U)

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decision 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.

Students in this course will have the opportunity to write the Advanced Placement (AP) Microeconomics examination in May.

Recommended Preparation - completion of one business course from the following list: BBI2O, BDI3C, BAF3M or BMI3C.

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

Credit Value: 1.0
### Canadian and World Studies

**Prerequisite Chart for Canadian & World Studies, Classical Studies & International Languages, Interdisciplinary Studies, as well as Social Sciences and the Humanities: Grades 9 – 12**

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
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<tbody>
<tr>
<td><strong>Canadian History since World War I</strong>&lt;br&gt;CHC2D&lt;br&gt;Grade 10</td>
<td><strong>American History</strong>&lt;br&gt;CHA3U&lt;br&gt;Grade 11</td>
<td><strong>World Religions and Belief Traditions: Perspectives, Issues, and Challenges</strong>&lt;br&gt;HRT3M&lt;br&gt;Grade 11</td>
<td><strong>Philosophy: Questions and Theories</strong>&lt;br&gt;HZT4U&lt;br&gt;Grade 12</td>
</tr>
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<td><strong>Food and Culture</strong>&lt;br&gt;HFC3M&lt;br&gt;Grade 11</td>
<td><strong>Introduction to Anthropology, Psychology &amp; Sociology</strong>&lt;br&gt;HSP3U&lt;br&gt;Grade 11</td>
<td><strong>Classical Civilization</strong>&lt;br&gt;LVV4U&lt;br&gt;Grade 12</td>
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<td><strong>Issues in Canadian Geography</strong>&lt;br&gt;CGC1D&lt;br&gt;Grade 9</td>
<td><strong>Regional Geography</strong>&lt;br&gt;CGD3M&lt;br&gt;Grade 11</td>
<td><strong>The Environment and Resource Management, Advanced Placement</strong>&lt;br&gt;CGR4MO&lt;br&gt;Grade 12</td>
<td>*** World Issues: A Geographic Analysis**&lt;br&gt;CGW4U&lt;br&gt;Grade 12</td>
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<td><strong>World History since the Fifteenth Century</strong>&lt;br&gt;CHY4U&lt;br&gt;Grade 12</td>
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* Any university, university/college preparation course in Canadian & world studies, English or social sciences & humanities
Canadian and World Studies

◆ Issues in Canadian Geography, Grade 9, Academic (CGC1D)

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

Prerequisite: None
Credit Value: 1.0

◆ Canadian History since World War I, Grade 10, Academic (CHC2D)

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

Prerequisite: None
Credit Value: 1.0

◆ Civics and Citizenship, Grade 10, Open (CHV2O)

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

Prerequisite: None
Credit Value: 0.5
◆ Regional Geography, Grade 11, University/College Preparation (CGD3M)

This course explores interactions between the land and people in a selected region and its interconnections with other regions of the world. Students will explore geographic issues related to the region's environmental, economic, and social/cultural characteristics, including resource sustainability, import/export interrelationships, and living conditions. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate current regional patterns and trends and to predict future directions for the region and its partnerships.

Note: This course is developed and delivered with a focus, to be determined by Greenwood, on the geography of a selected region or country of the world.

This project-based course will be integrated with the Grade 11 Outdoor Education trip to Vancouver Island in British Columbia. Participants in the program will explore the physical, cultural and economic geographies of Kyuquot, BC, using sea kayaks as a vehicle for their learning. Participation in the Grade 11 fall Outdoor Education program is a mandatory component of this course. Upon their return from British Columbia, students in the program will complete the remaining modules outside of the regular timetable throughout the fall term.

Due to the nature of this course, enrollment is limited and will be based on a first come, first serve basis. If needed, a lottery will be done to determine enrollment.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied
Credit Value: 1.0

◆ American History, Grade 11, University Preparation (CHA3U)

This course explores key aspects of the social, economic, and political development of the United States from pre-contact to the present. Students will examine the contributions of groups and individuals to the country’s evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

Prerequisite: Canadian History since World War 1, Grade 10, Academic or Applied
Credit Value: 1.0

It is recommended that Grade 11 students enrolling in any of the following Grade 12 Canadian and world studies’ courses have a minimum grade of 75% in English and/or humanities in their Grade 10 year.

◆ World Issues: A Geographic Analysis, Grade 12, University Preparation (CGW4U)

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world.

Students enrolled in this course who opted out of the school laptop program for a BYOD laptop will be required to have ArcGIS software installed on their computer through the IT department. Although ArcGIS software license can be provided through the school, students with a Mac will need to purchase on their own Windows with Parallels or use Boot Camp. Directions on where to purchase the software will be provided after courses start.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
Credit Value: 1.0
◆ **The Environment and Resource Management – Advanced Placement, 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 scientific and geographic inquiry processes, 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.

At Greenwood, this course will be run in combination with Advanced Placement (AP) Environmental Science.

It should be noted that students enrolled in this class are preparing to write the AP Environmental Science exam and meeting the curriculum expectations of CGR4M. Students who complete this course will have the opportunity to write the AP exam in May. The service learning component will serve as one of the culminating activities for CGR4M.

There will be an additional cost for students enrolled in this course who choose to participate in an international field-study excursion.

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

It is strongly recommended that students have completed Science, Grade 10 - Academic (SNC2D) in preparation for this course.

**Credit Value:** 1.0

◆ **World History since the Fifteenth Century, Grade 12, University Preparation**

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

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

**Credit Value:** 1.0

◆ **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 decision 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.

Students in this course will have the opportunity to write the Advanced Placement (AP) Microeconomics examination in May.

**Recommended Preparation - completion of one business course from the following list:** BBI2O, BDI3C, BAF3M or BMI3C.

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

**Credit Value:** 1.0
◆ **Canadian and International Law, Grade 12, University Preparation** (CLN4U)

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

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

**Credit Value:** 1.0

◆ **Canadian and World Politics, Grade 12, University Preparation** (CPW4U)

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

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

**Credit Value:** 1.0

**Classical Studies and International Languages**

◆ **Classical Civilization, Grade 12, University Preparation** (LVV4U)

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

**Prerequisite:** English, Grade 10, Academic, or Classical Languages, Level 2, University Preparation

**Credit Value:** 1.0
Interdisciplinary Studies

◆ Interdisciplinary Studies, Grade 12, University Preparation (IDC4U)

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

This course combines the expectations for Interdisciplinary Studies, Grade 12, University Preparation with selected expectations from two or more courses that span Canadian and World Studies curriculum. This course is designed to closely investigate three key streams - Diversity and Gender, Genocide and Human Rights, and First Nations Reconciliation - that continue to resonate and shape current events. Student input will help direct the content and direction of the course. Following an introductory unit on necessary skills, theory and foundational knowledge of interdisciplinary study, students will select a major focus through which they will undertake a unit of study on each of the aforementioned streams. The course will culminate with a final independent study unit designed to further explore and consolidate students’ learning in their selected major focus. Using historical documents, research, film, novels, and more, students will be exposed to and explore the political, economic, religious, military and social consequences of these streams and the persistent challenges they pose for Canada and the world today.

Prerequisite: Any university or university/college preparation course

Credit Value: 1.0
Social Sciences and The Humanities

◆ **Food and Culture, Grade 11,**
  **University/College Preparation** (HFC3M)

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.

Grade 11 students enrolled in Food and Culture will have the option of completing 1-2 units through the fall Outdoor Education trip in British Columbia. The option to complete course work on the fall Outdoor Education trip will depend on the number of students interested in this course connection.

**Prerequisite:** None  
**Credit Value:** 1.0

◆ **Introduction to Anthropology, Psychology and Sociology, Grade 11,**  
  **University Preparation** (HSP3U)

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

Grade 10 students enrolling in this course should have a minimum grade of 80% in English.

**Prerequisite:** The Grade 10 academic course in English (ENG2D), or the Grade 10 academic history course (Canadian and world studies, CHC2D) or permission from the Principal or Vice-Principal, Student Learning  
**Credit Value:** 1.0

◆ **World Religions and Belief Traditions:**  
  **Perspectives, Issues, and Challenges,**  
  **Grade 11,**  
  **University/College Preparation** (HRT3M)

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

Grade 10 students enrolling in this course should have a minimum grade of 80% in English.

**Prerequisite:** None  
**Credit Value:** 1.0
◆ **Challenge and Change in Society, Grade 12, (HSB4U)**

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

Grade 11 students enrolling in this course should have a minimum grade of 80% in English and Humanities.

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

**Credit Value:** 1.0

◆ **Philosophy: Questions and Theories, Grade 12, (HST4U)**

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

Grade 11 students enrolling in this course should have a minimum grade of 80% in English and Humanities.

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

**Credit Value:** 1.0
Computer Studies

◆ Introduction to Computer Science, Grade 11, University Preparation (ICS3U)

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

Students enrolling in this course should have completed Principles of Mathematics, Grade 10, Academic (MPM2D) or Enriched (MPM2D3).

Prerequisite: None
Credit Value: 1.0

◆ Computer Science, Grade 12, University Preparation (ICS4U)

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

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation
Credit Value: 1.0
English

◆ English, Grade 9, Academic (ENG1D)

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

Prerequisite: None
Credit Value: 1.0

◆ English, Grade 10, Academic (ENG2D)

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

Prerequisite: English, Grade 9, Academic or Applied
Credit Value: 1.0

◆ English, Grade 11, University Preparation (ENG3U)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a variety of challenging literary texts, 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 making connections between texts and the real world. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: English, Grade 10, Academic
Credit Value: 1.0

◆ English - Advanced Placement, Grade 11, University Preparation (ENG3UO)

Students who select this option will complete the same requirements as outlined in the regular ENG3U course, the emphasis will be on argument, persuasion, and synthesis. There is a focus on the analysis of text using a variety of rhetorical tools. Students will write for a variety of purposes and create and sustain arguments based on readings, research, and/or personal experience. Students in this course will prepare to write the English Language and Composition Advanced Placement exam in May.

Students enrolling in this course should have a minimum grade of 85% in Grade 10 Academic English.

Prerequisite: English, Grade 10, Academic
Credit Value: 1.0
◆ **English, Grade 12, University Preparation (ENG4U)**

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

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

**Credit Value:** 1.0

◆ **English - Advanced Placement, Grade 12 (ENG4UO)**

This course fulfills all of the expectations described in ENG4U. However, students in this course also prepare for the English Literature and Composition Advanced Placement exam in May. Students read a wide variety of literature from several historical periods. This course emphasizes timed writing and close text analysis skills which are an important element of any university program in English.

Students enrolling in this course should have a minimum grade of 85% in ENG3U or ENG3UO.

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

**Credit Value:** 1.0

◆ **The Writer's Craft, Grade 12, University Preparation (EWC4U)**

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.

This course will be delivered using an online learning approach, coupled with tutorial support from Greenwood staff.

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

**Credit Value:** 1.0
French as a Second Language

◆ Core French, Grade 9, Applied (FSF1P)
This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Minimum of 600 hours of French instruction or equivalent
Credit Value: 1.0

◆ Core French, Grade 9, Academic (FSF1D)
This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Minimum of 600 hours of French instruction or equivalent
Credit Value: 1.0

◆ Core French, Grade 10, Academic (FSF2D)
This course provides opportunities for students to communicate in French about personally relevant, familiar and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Core French, Grade 9, Academic or Applied
Credit Value: 1.0

◆ Core French, Grade 11, University Preparation (FSF3U)
This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Core French, Grade 10, Academic
Credit Value: 1.0
◆ **Core French - Enriched, Grade 11, University Preparation**  
   (FSF3U3)

   This course is designed for students in Grade 10 who have previously been enrolled in the FSF2D course at Greenwood or by permission of the Subject Team Leader. This course offers students extended opportunities to speak and interact in real-life situations in French. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

   **Prerequisite:** Core French, Grade 10, Academic

   **Credit Value:** 1.0


◆ **Core French, Grade 12, University Preparation**  
   (FSF4U)

   This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Students will have the opportunity to study Advanced Placement (AP) level material and prepare for the examination outside of regular class time. Please speak with the Subject Team Leader for more details regarding the AP French Language & Culture examination.

   **Prerequisite:** Core French, Grade 11, University Preparation

   **Credit Value:** 1.0
Guidance and Career Education

◆ Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLE1O)

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

This course is designed to suit the needs identified on individual student learner profiles. Permission from the Principal is needed to take this course. This course is supervised and delivered in the Student Success Centre.

The Grade 9 Adviser program will be delivered through this course for students with an Individual Education Plan (IEP). It is modified to suit the needs identified on the student’s learner profile. This course is supervised and delivered in the Student Success Centre. Grade 9 students with a psychoeducational assessment indicating a specific learning disability are strongly encouraged to enroll in this course.

Prerequisite: Recommendation of Principal
Credit Value: 1.0

◆ Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS1O)

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

The Grade 9 Adviser program will be delivered through this course for students who do NOT have an Individual Education Plan (IEP). Students in Grade 9 are strongly encouraged to enroll in this course.

Prerequisite: None
Credit Value: 1.0

◆ Learning Strategies 1: Skills for Success in Secondary School, Grade 10, Open (GLE2O)

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

This course is designed to suit the needs identified on individual student learner profiles. Permission from the Principal is needed to take this course. This course is supervised and delivered in the Student Success Centre.

Prerequisite: Recommendation of Principal
Credit Value: 1.0
Career Studies, Grade 10, Open  
(GLC2O)

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

The Grade 10 Adviser program will be delivered through this course. It is recommended that all Grade 10 students enrol in this course.

Prerequisite: None
Credit Value: 0.5

Advanced Learning Strategies: Skills for Success after Secondary School, Grade 11, Open  
(GLE3O)

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

The Grade 11 Adviser program will be delivered through this course. It is modified to suit the needs identified on the student’s learner profile. Permission from the Principal is needed to take this course. This course is supervised and delivered in the Student Success Centre.

Students are able to opt out of this course only with the permission of the Vice-Principal, Student Learning.

Grade 11 students with a psychoeducational assessment are strongly encouraged to enroll in this course.

Prerequisite: Recommendation of Principal
Credit Value: 1.0

Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open  
(GLS4O)

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

The Grade 11 Adviser program will be delivered through this course. It will be tailored to the individual student based on their postsecondary interests and needs around transitioning to life beyond Greenwood.

This is a compulsory course for all Grade 11 students at Greenwood who are not enrolled in GLE3O. Students are able to opt out of this course only with the permission of the Vice-Principal, Student Learning.

Prerequisite: None
Credit Value: 1.0
◆ Designing Your Future, Grade 11, Open & Creating Opportunities Through Co-Op, Grade 11, Open

- 2 credit Co-op

  Students are able to complete a 2-credit co-op experience by simultaneously completing both the GWL3O and DCO3O courses.

GWL3O

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

DCO3O

This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

At Greenwood, this combination of courses will be coupled with a 130 hour cooperative education work experience. Students will integrate classroom theory with planned learning experiences in a work environment of their choice. Students will receive pre-placement training and will be closely monitored throughout their placement experience. Placements will provide students with challenging opportunities to apply and extend the knowledge and practice and refine the skills needed in the working world. By the end of the course, each student will have gained valuable, practical experience in an occupation of interest and will have compiled a professional portfolio for the purpose of postsecondary applications and interviews.

Students wishing to enroll in the 2-credit co-op course will be contacted and meet with the course teacher to determine their suitability for this course.

Prerequisite: Career Studies, Grade 10, Open

Credit Value: 2.0
◆ **Creating Opportunities Through Co-op, Grade 11, Open (DCO3O)**

This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Greenwood recommends that Cooperative Education be taken through a two-credit model (GWL3O + DCO3O) as this approach ensures students have sufficient time at the placement to achieve the associated knowledge and skills. However, if the two-credit model does not fit in a student’s timetable, and depending on the individual student’s schedule, a student may apply to take a 1 credit coop. The one-credit Cooperative Education course (DCO3O) is an opportunity for students to gain valuable work experience for which a school credit is earned. Cooperative Education placements allow students to apply and refine the knowledge and skills they acquired or are simultaneously acquiring in a related curriculum course.

The one-credit Cooperative Education course (DCO3O) will consist of the following components:

1. Pre-placement orientation (15 hours): students must demonstrate an understanding of the pre-placement orientation expectations which will prepare the student for the workplace. Topics include: job readiness, health and safety, rights and responsibilities and workplace orientation.
2. Integration (7 hours): Students share and analyse their placement experiences with their teachers and peers in structured integration sessions in the classroom.
3. Placement (90 hours): Schedules may vary depending on the nature/location of the business and must be pre-arranged in cooperation with the employer, the student, and the Cooperative Education teacher.

All students must understand Greenwood’s Cooperative Education policies prior to commencing their work experience.

**Prerequisite:** Career Studies, Grade 10, Open

**Credit Value:** 1.0

◆ **Transition Skills Program, Grade 12 (TRP)**

This non-credit program focuses on supporting students in their final year of school to make an effective transition from the learning strategies program to the postsecondary environment. Students will refine their use of study skills and time management.
Health and Physical Education

◆ Healthy Active Living Education, Grade 9, (PPL1OF or PPL1OM) Open

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and Personal Safety and Injury Prevention. They will investigate issues related to Healthy Eating, Substance Use Addictions and Related Behaviours and Human Development and Sexual Health. Students will participate in activities designed to develop goal-setting, communication, and social skills.

This course is offered in separate gender groupings.

Prerequisite: None
Credit Value: 1.0

◆ Health and Physical Education: Personal and Fitness Activities, Grade 10, Open (PAF2O)

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to Human Development and Sexual Health, Healthy Eating, Substance Use Addiction and Related Behaviours; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

This course focuses on recreational and fitness activities that students could continue throughout their lives. Such individual activities as yoga, Pilates, weight lifting and aerobics classes will be part of this course, as well as a number of personal fitness activities. Students will also use and utilize the facilities of GoodLife Fitness Centre. Students who compete in elite physical activities outside of Greenwood are encouraged to sign up for this course as it can be individualized to accommodate this activity.

Students who take PAF2O in the semested format will be scheduled into both personal fitness (PAF) and large group games (PAL) classes on alternating days.

Prerequisite: None
Credit Value: 1.0

Students will be charged a cost-recovery fee for all PAF courses.
This fee covers the cost related to all off-site activities and guest instructors.

◆ Health and Physical Education: Large Group Activities, Grade 10, Open (PAL2O)

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.

This course focuses on the skills and strategies associated with team sports such as ultimate Frisbee, soccer, volleyball, lacrosse, hockey, flag football, and basketball. This course will appeal to students who are interested in team strategies and have a desire to learn concepts and skills for these sports.

Prerequisite: None
Credit Value: 1.0
Healthy Active Living Education – Elite Athlete, Grade 10, Open (PPL2O3)

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.

This course is presented as an opportunity for students who to earn a credit through assessment and evaluation of their athletic experiences outside of class time. Before students register for this course, they must ensure that they have met the following criteria;

- Students must participate in organized sports for a minimum of 8 hours per week (average)
- Athletic participation must occur with a legitimate club team where the athlete is regularly coached towards overall growth
- The student’s coach would be required to communicate with Greenwood HPE teacher regarding attendance, performance improvement and overall communication skills
- Student attendance is mandatory in class during health components (Human Development and Sexual Health, Healthy Eating, Substance Use Addition and Related Behaviours, Mental health, and Personal Safety and Injury Prevention)

Taking this course would allow students with extensive outside-of-school athletics commitments to have time in their daily school schedules to complete course work. If scheduling allows and students choose, they can join into the physical activity components in another HPE class.

Prerequisite: None
Credit Value: 1.0

Health and Physical Education: Personal and Fitness Activities, Grade 11, Open (PAF3O)

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students’ interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of Healthy Eating, Human Development and Sexual Health, Substance Use Addiction and Related Behaviours and Personal Safety and Injury Prevention.

This course focuses on recreational and fitness activities that students could continue throughout their lives. Such individual activities as yoga, Pilates, weight lifting and aerobics classes will be part of this course, as well as a number of personal fitness activities. Students will also utilize the facilities of GoodLife Fitness Centre. Students who compete in elite physical activities outside of Greenwood are encouraged to sign up for this course as it can be individualized to accommodate this activity.

Students who take PAF2O in the semested format will be scheduled into both personal fitness (PAF) and large group games (PAL) classes on alternating days.

Prerequisite: None
Credit Value: 1.0

Students will be charged a cost-recovery fee for all PAF courses.
This fee covers the cost related to all off-site activities and guest instructors.
◆ **Health and Physical Education: Large Group Activities, Grade 11, Open** *(PAL30)*

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of Healthy Eating, Human Development and Sexual Health, Substance Use Addiction and Related Behaviours and Personal Safety and Injury Prevention.

This course focuses on the advanced skills and strategies associated with team sports such as ultimate Frisbee, soccer, volleyball, lacrosse, hockey, flag football, and basketball. This course will appeal to students who are interested in team strategies and have a desire to learn advanced concepts and skills for these sports.

**Prerequisite:** None

**Credit Value:** 1.0

◆ **Healthy Active Living Education – Elite Athlete, Grade 11, Open** *(PPL3O3)*

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

This course is presented as an opportunity for students who to earn a credit through assessment and evaluation of their athletic experiences outside of class time. Before students register for this course, they must ensure that they have met the following criteria:

- Students must participate in organized sports for a minimum of 8 hours per week (average)
- Athletic participation must occur with a legitimate club team where the athlete is regularly coached towards overall growth
- The student’s coach would be required to communicate with Greenwood HPE teacher regarding attendance, performance improvement and overall communication skills
- Student attendance is mandatory in class during health components (Human Development and Sexual Health, Healthy Eating, Substance Use Addiction and Related Behaviours, Mental health, and Personal Safety and Injury Prevention)

Taking this course would allow students with extensive outside-of-school athletics commitments to have time in their daily school schedules to complete course work. If scheduling allows and students choose, they can join into the physical activity components in another HPE class.

**Prerequisite:** None

**Credit Value:** 1.0
◆ Recreation and Healthy Active Living Leadership, (PLF4M) Grade 12, University/College Preparation

This course emphasizes regular participation in a variety of leadership opportunities and how leaders both innately exists and/or can be created. It enables students to explore the benefits of lifelong participation in recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement initiatives and events. Students will investigate and organize activities designed to develop goal-setting, communication, and social skills, all in a leadership-style capacity. Students will also learn how to promote the benefits of healthy living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university and college programs in physical education and health, kinesiology, recreation and leisure management, fitness and health promotion, and fitness leadership.

This course would run outside of the traditional timetable with a focus on students integrating their leadership development into various areas of school life. This would include, but is not limited to, Outdoor Education experiences, roles on leadership committees (i.e. Athletics, House, etc.), extracurricular clubs (i.e. DECA, Debating, Girls/Boys Clubs, etc.), sports teams, and arts initiatives. Students' learning, course work, and assessments will be personalized to their interests and area(s) in which they would like to develop leadership. Students will conference with the teacher at the beginning of the year to determine their individual path through the course.

It is highly recommended that students taking this course attend the Camp Tamakwa fall Outdoor Education program as they will be able to complete 1 unit of the course material through this program. Students who do not attend the Camp Tamakwa fall Outdoor Education program will complete the course material in a different way during the school year.

This course is for students in their Grade 12 year at Greenwood.

Prerequisite: Any health and physical education course
Credit Value: 1.0

◆ Exercise Science, Grade 12, University Preparation (PSK4U)

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

The completion of Grade 11 biology as preparation for this course is strongly recommended.

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 open course in health and physical education
Credit Value: 1.0
Prerequisite Chart for Mathematics
Grades 9 – 12

* Calculus and Vectors (MCV4U) and Calculus and Vectors, Enriched (MCV4UO) must be taken with, or preceded by, Advanced Functions (MHF4U)
◆ **Foundations of Mathematics, Grade 9, Applied** (MFM1P)

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. This course will be taught in conjunction with MFM2P.

Prerequisite: None
Credit Value: 1.0

◆ **Principles of Mathematics, Grade 9, Academic** (MPM1D)

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

Prerequisite: None
Credit Value: 1.0

◆ **Foundations of Mathematics, Grade 10, Applied** (MFM2P)

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. This course will be taught in conjunction with MFM1P.

Prerequisite: Academic or Applied Mathematics, Grade 9
Credit Value: 1.0

◆ **Principles of Mathematics, Grade 10, Academic** (MPM2D)

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

Prerequisite: Academic Mathematics, Grade 9
Credit Value: 1.0
◆ **Principles of Mathematics, Grade 10, Enriched (MPM2D3)**

This course covers all concepts presented in the Academic Level Grade 10 math course in greater depth than is done in MPM2D, but it is aimed at students who are intrigued by mathematics and inquiry-based problem solving. It will allow students to broaden their understanding of relations, extend their skills in multi-step problem solving, and continue to develop their abilities in abstract reasoning. Students will explore quadratic functions, linear systems, analytic geometry, and trigonometry. There will be an emphasis on problem solving with quadratic functions while developing a connection between equations and the transformation of functions. This connection will be extended to the equations and graphs of more advanced functions. The study of trigonometry will investigate right and acute triangles, as well as an introduction to obtuse triangle trigonometry.

Students enrolling in this course are encouraged to have a minimum grade of 80% in Grade 9 Academic Math.

**Prerequisite:** Academic Mathematics, Grade 9

**Credit Value:** 1.0

◆ **Foundations for College Mathematics, Grade 11, College Preparation (MBF3C)**

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, 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

**Credit Value:** 1.0

◆ **Functions and Applications, Grade 11, University/College Preparation (MCF3M)**

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

**Credit Value:** 1.0
Functions, Grade 11, University Preparation (MCR3U)

This course introduces the mathematical concept of the function by extending students’ experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; 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.

Students enrolling in this course are encouraged to have achieved a minimum grade of 75% in Grade 10 Academic Math.

Prerequisite: Principles of Mathematics, Grade 10, Academic
Credit Value: 1.0

Functions, Enriched, Grade 11, University Preparation (MCR3U3)

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.

Students enrolled in this course will complete enriched activities which will enable them to prepare for the AP Calculus AB exam in Grade 12. Students are strongly encouraged to complete MPM2D3 as preparation for this course with a minimum grade of 85%.

Prerequisite: Principles of Mathematics, Grade 10, Academic
Credit Value: 1.0

Foundations for College Mathematics, Grade 12, College Preparation (MAP4C)

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.

This course will be taught in conjunction with MBF3C.

Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation
Credit Value: 1.0
◆ **Advanced Functions, Grade 12, University Preparation**

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

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

**Credit Value:** 1.0

◆ **Mathematics of Data Management, Grade 12, University Preparation**

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

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

**Credit Value:** 1.0

◆ **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:** Calculus and Vectors must either be taken concurrently with or preceded by Advanced Functions. For example, if taking MCV4U during the full year, a student should have already completed MHF4U or take MHF4U during semester 1. If taking MCV4U in semester 2, a student should have already completed MHF4U or take MHF4U during semester 1 or 2.

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

**Corequisite:** Advanced Functions, Grade 12, University Preparation

**Credit Value:** 1.0
Calculus & Vectors – Advanced Placement, Grade 12

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, rational, exponential, and sinusoidal 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 plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. This course will cover extension topics such as Riemann Sums, slope fields, integrals, applications of integrals as well as using integrals to find areas and volumes.

This course is designed to prepare students for the Advanced Placement (AP) Calculus AB examination. Students who complete this course will also have the opportunity to write the AP examination in May.

It is recommended that students enrolling in this course have completed Functions – Enriched (MCR3U3) with a minimum grade of 85% or have the recommendation of their current math teacher.

Note: Calculus and Vectors must either be taken concurrently with or preceded by Advanced Functions. For example, if taking MCV4U during the full year, a student should have already completed MHF4U or take MHF4U during semester 1. If taking MCV4U in semester 2, a student should have already completed MHF4U or take MHF4U during semester 1 or 2.

Prerequisite: Functions, Grade 11, University Preparation
Corequisite: Advanced Functions, Grade 12, University Preparation
Credit Value: 1.0
Prerequisite Chart for Science, as well as Technological Education
Grades 9 – 12
◆ **Science, Grade 9, Academic** (SNC1D)
This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

**Prerequisite:** None
**Credit Value:** 1.0

◆ **Science, Grade 9, Applied** (SNC1P)
This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

This course will only run with sufficient enrollment. In the event that this course has insufficient enrolment, students will instead be enrolled in Science, Grade 9, Academic (SNC1D).

**Prerequisite:** None
**Credit Value:** 1.0

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

**Prerequisite:** Science, Grade 9, Academic or Applied
**Credit Value:** 1.0

◆ **Science, Grade 10, Applied** (SNC2P)
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.

This course will only run with sufficient enrollment. In the event that this course has insufficient enrolment, students will instead be enrolled in Science, Grade 10, Academic (SNC2D).

**Prerequisite:** Science, Grade 9, Academic or Applied
**Credit Value:** 1.0
◆ **Biology, Grade 11, University Preparation (SBI3U)**

This course furthers students’ understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; microbiology; 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.

Good independent learning skills are recommended due to the volume of new vocabulary and theory presented in this course.

It is recommended that students enrolling in this course have a minimum grade of 75% in Grade 10 academic science.

**Prerequisite:** Science, Grade 10, Academic  
**Credit Value:** 1.0

◆ **Chemistry, Grade 11, University Preparation (SCH3U)**

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

Good mathematical and independent learning skills are needed in this course.

It is recommended that students enrolling in this course have a minimum grade of 75% in Grade 10 academic science and in Grade 10 academic or enriched mathematics.

**Prerequisite:** Science, Grade 10, Academic  
**Credit Value:** 1.0

◆ **Physics, Grade 11, University Preparation (SPH3U)**

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

It is recommended that students enrolling in this course have a minimum grade of 75% in Grade 10 academic or enriched mathematics.

**Prerequisite:** Science, Grade 10, Academic  
**Credit Value:** 1.0
◆ **The Environment and Resource Management - Advanced Placement, Grade 12, University/College Preparation (CGR4MO)**

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 scientific and geographic inquiry processes, 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.

At Greenwood, this course will be run in combination with Advanced Placement (AP) Environmental Science.

It should be noted that students enrolled in this class are preparing to write the AP Environmental Science exam and meeting the curriculum expectations of CGR4M. Students who complete this course will have the opportunity to write the AP exam in May. The service learning component will serve as one of the culminating activities for CGR4M.

There will be an additional cost for students enrolled in this course who choose to participate in an international field-study excursion.

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

It is strongly recommended that students have completed Science, Grade 10 - Academic (SNC2D) in preparation for this course.

**Credit Value:** 1.0

◆ **Biology, Grade 12, University Preparation (SBI4U)**

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

It is recommended that students take chemistry, Grade 11 (SCH3U) prior to enrolling in this course and that students enrolling in this course have a minimum grade of 75% in Biology, Grade 11 (SBI3U).

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

**Credit Value:** 1.0

◆ **Chemistry, Grade 12, University Preparation (SCH4U)**

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

It is recommended that students reaching ahead in science take SCH4U in their Grade 12 year rather than in Grade 11.

It is recommended that students enrolling in this course have a minimum grade of 75% in Chemistry, Grade 11 (SCH3U).

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

**Credit Value:** 1.0
◆ **Physics, Grade 12, University Preparation (SPH4U)**

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

It is recommended that students enrolling in this course have a minimum grade of 75% in Physics, Grade 11 (SPH3U).

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

**Credit Value:** 1.0

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**Technological Education**

*NEW*

◆ **Technological Design, Grade 11, University/College Preparation (TDJ3M)**

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.

Using the principles of design thinking, students will work through the ideation phase to the prototype phase of multiple projects throughout the year. They will learn and master the equipment in the Innovation Lab through these projects in hopes of sparking future interest or career opportunities in related fields.

**Prerequisite:** None

**Credit Value:** 1.0

◆ **Green Industries, Grade 11, University/College Preparation (THJ3M)**

This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and will explore postsecondary education programs and career opportunities.

This project-based course will use a design thinking approach to explore sustainability in an urban setting, challenging students to create and build solutions to real world problems. Using a variety of hands-on and creative research methods, students will learn about sustainable design on many scales – from product design to urban planning – and apply this knowledge to develop solutions to environmental issues. Through their investigation, students will gain an understanding of how social, political, cultural, environmental, and economic processes shape urban places; build confidence in their ability to affect change in their community; and develop skills that prepare them for leadership in society.

**Prerequisite:** None

**Credit Value:** 1.0
**Green Industries, Grade 12, University/College Preparation (THJ4M)**

This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level.

This project-based course will build on skills from the Grade 11 Green Industries course (THJ3M). Students will explore sustainability in urban design to develop solutions to complex environmental problems. Using a variety of research methods such as model building, design charrettes, data visualization, interviews and case studies, students will acquire skills in landscape architecture, urban design. Students will gain a deep understanding of legislation, regulations, standards, and guidelines relating to environmental protection. Using real world examples from Toronto and New York City, students will learn how cities are designed and built, and how landscape architecture has the power to mitigate climate change, improve standards of living, and promote economic development.

**Prerequisite:**

Green Industries, Grade 11, University/College Preparation

**Credit Value:**

1.0

**Child Development and Gerontology, Grade 12, College Preparation (TOJ4C)**

This course enables students to examine the stages of child development and the aging process. Students will study the processes of disease and factors contributing to health and well-being in early and later life, and will develop skills required to meet the needs of children and older adults (care skills). Students will also learn about legislation governing the care of children and older adults; evaluate social and recreational activities, programs, and services for improving quality of life; and develop an awareness of health and safety issues, environmental and social issues, and career opportunities related to child care and gerontology. Students will be able to self-select a major focus and a minor focus between gerontology and child development.

This course will run outside of the regular timetable. Students enrolled in this course will be required take part in a service learning program related to early years educational programs or that involves working with retired seniors to enrich their understanding of course material. If a Greenwood-organized service learning program does not fit into the student’s weekly schedule, they will work with their teacher to find an experience working with children or seniors that will fit with their needs and those of the course. Course work will be connected to the student’s individual experiences, through their service learning or other personal endeavors. This course will have a strong focus on problem-based and project-based learning.

**Prerequisite:**

None

**Credit Value:**

1.0
## SAMPLE UNIVERSITY ADMISSION REQUIREMENTS

The following examples are taken from Ontario Universities' INFO, as well as individual University websites: [http://www.ontariouniversitiesinfo.ca](http://www.ontariouniversitiesinfo.ca)

<table>
<thead>
<tr>
<th>UNIVERSITY (Ontario)</th>
<th>Program</th>
<th>OSS Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRITISH COLUMBIA</td>
<td>Arts</td>
<td>✓ Six Grade 12 U or M courses including ENG4U</td>
</tr>
<tr>
<td>BROCK</td>
<td>Public Health</td>
<td>✓ ENG4U</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ One of SBI4U or SCH4U</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Strongly recommended subjects: SNC4M or PSK4U, one 3U math</td>
</tr>
<tr>
<td>CARLETON</td>
<td>Journalism</td>
<td>✓ ENG4U</td>
</tr>
<tr>
<td>DALHOUSIE</td>
<td>Commerce (Co-op)</td>
<td>✓ Five Grade 12 U or M courses including ENG4U;</td>
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<tr>
<td></td>
<td></td>
<td>✓ One 4U math</td>
</tr>
<tr>
<td>GUELPH</td>
<td>Environmental Sciences</td>
<td>✓ ENG4U</td>
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<tr>
<td></td>
<td></td>
<td>✓ MHF4U</td>
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<tr>
<td></td>
<td></td>
<td>✓ Two from SBI4U, SCH4U, SPH4U</td>
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<tr>
<td></td>
<td></td>
<td>✓ Two additional 4U/M courses</td>
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<tr>
<td></td>
<td></td>
<td>✓ SBI4U, SCH4U and SPH4U are strongly recommended</td>
</tr>
<tr>
<td>LAKEHEAD</td>
<td>Outdoor Education</td>
<td>✓ ENG4U</td>
</tr>
<tr>
<td>LAURENTIAN</td>
<td>Nursing</td>
<td>✓ 4U English</td>
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<tr>
<td></td>
<td></td>
<td>✓ 4U Biology</td>
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<tr>
<td></td>
<td></td>
<td>✓ 4U Chemistry</td>
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<tr>
<td></td>
<td></td>
<td>✓ 4U Mathematics</td>
</tr>
<tr>
<td>MCGILL</td>
<td>Arts and Science (BA and BSc)</td>
<td>✓ Six Grade 12 U or M courses;</td>
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<td></td>
<td></td>
<td>✓ ENG4U, MCV4U;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Two of SBI4U, SCH4U or SPH4U</td>
</tr>
<tr>
<td>MCMASTER</td>
<td>Kinesiology</td>
<td>✓ ENG4U</td>
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<tr>
<td></td>
<td></td>
<td>✓ One of MHF4U, MCV4U</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ SBI4U</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ MCV4U and PSK4U are recommended</td>
</tr>
<tr>
<td>NIPPISSING</td>
<td>Criminal Justice</td>
<td>✓ ENG4U</td>
</tr>
<tr>
<td>OCAD</td>
<td>Design</td>
<td>✓ ENG4U (minimum of 70%) and Portfolio Assessment</td>
</tr>
<tr>
<td>OTTAWA</td>
<td>Software Engineering</td>
<td>✓ ENG4U</td>
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<tr>
<td></td>
<td></td>
<td>✓ MHF4U</td>
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<tr>
<td></td>
<td></td>
<td>✓ MCV4U</td>
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<tr>
<td></td>
<td></td>
<td>✓ SPH4U</td>
</tr>
<tr>
<td>QUEEN'S</td>
<td>Commerce</td>
<td>✓ ENG4U</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ MCV4U</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ One other 4U course in mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Three additional 4U or 4M courses</td>
</tr>
<tr>
<td>QUEEN'S</td>
<td>Arts</td>
<td>✓ ENG4U</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Two additional 4U courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Three additional 4U or 4M courses</td>
</tr>
<tr>
<td>RYERSON</td>
<td>Fashion Design</td>
<td>✓ English/Anglais (ENG4U/EAE4U preferred)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ One of: MCF3M, MCR3U, MHF4U, MCV4U, MDM4U</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Recommended: Visual Art (e.g., Life and/or Mechanical Drawing and Art History)</td>
</tr>
<tr>
<td>TRENT</td>
<td>Psychology</td>
<td>✓ Six 4U/M courses</td>
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<tr>
<td></td>
<td></td>
<td>✓ ENG4U (with a minimum of 60%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ A 4U math is recommended</td>
</tr>
<tr>
<td>UNIVERSITY (Ontario)</td>
<td>Program</td>
<td>OSS Prerequisite</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>UNIVERSITY OF TORONTO</td>
<td>Civil Engineering</td>
<td>ENG4U, MCV4U, MHF4U, SCH4U, SPH4U</td>
</tr>
<tr>
<td>UOIT</td>
<td>Nuclear Engineering</td>
<td>ENG4U, MHF4U, MCV4U, SCH4U, SPH4U; Combined minimum average of 70% in math and science with no grades below 60%</td>
</tr>
<tr>
<td>WATERLOO</td>
<td>Nanotechnology Engineering Co-op</td>
<td>MHF4U, MCV4U, SCH4U, ENG4U, SPH4U; Plus: One additional 4U/M course</td>
</tr>
<tr>
<td>WESTERN</td>
<td>Media, Information and Technoculture</td>
<td>ENG4U</td>
</tr>
<tr>
<td>WILFRID LAURIER</td>
<td>Business Administration</td>
<td>One of ENG4U, ETS4U or EWC4U at 70% MHF4U at 70% One of MCV4U or MDM4U at 60%</td>
</tr>
<tr>
<td>WINDSOR</td>
<td>Dramatic Arts – Acting</td>
<td>ENG4U; Profile and audition</td>
</tr>
<tr>
<td>YORK</td>
<td>Film Production</td>
<td>ENG4U; BFA supplementary application</td>
</tr>
</tbody>
</table>
The following examples are taken from Ontario Universities INFO, as well as individual University websites.

http://www.ontariouniversitiesinfo.ca/

<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
<th>OSS Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>CENTENNIAL</td>
<td>Early Childhood Education</td>
<td>✓ ENG 4U or 4C</td>
</tr>
</tbody>
</table>
| DURHAM        | Animal Care                                     | ✓ Grade 12 English (C, M or U)  
                                          |                  | ✓ Grade 11 or 12 biology (C, M or U)  
                                          |                  | ✓ Two additional senior level credits  |
| FANSHAWE      | Paramedic                                       | ✓ ENG 4U or 4C   
                                          |                  | ✓ Math 4U or 4C or Math 3U or 3M  
                                          |                  | ✓ SBI 3U/C or 4U/C  
                                          |                  | ✓ SCH 3U/C or 4U/C  |
| GEORGE BROWN  | Food and Beverage Management                   | ✓ ENG 4U or 4C   
                                          |                  | ✓ Math 3M/U or 4U/C  |
| GEORGIAN      | Bachelor of Business Administration             | ✓ Grade 12 English U  
                                          |                  | ✓ Grade 12 U level Mathematics.  |
| HUMBER        | Bachelor of Applied Business – International Business | ✓ ENG4U  
                                          |                  | ✓ One of MDM4U, MHF4U, or MCV4U  |
| ST. LAWRENCE  | Veterinary Technician                           | ✓ Grade 12 English at the C or U level  
                                          |                  | ✓ Grade 12 Math at the C or U level; MCT4 recommended  
                                          |                  | ✓ Grade 12 Chemistry at the C or U level (or SCH3U)  
                                          |                  | ✓ Grade 11 or 12 Biology at the C or U level  |
| SENECA        | Police Foundations                              | ✓ ENG 4U or 4C   |
| SHERIDAN      | Bachelor of Animation                           | ✓ English, Grade 12 (ENG4U)  
                                          |                  | Plus  
                                          |                  | ✓ One senior-level Visual Arts credit at the M, or Open Level  
                                          |                  | ✓ Four other Grade 12 subjects at the U or M level  
                                          |                  | ✓ Minimum 65% overall average  
                                          |                  | OR  
                                          |                  | ✓ Two semesters of postsecondary education including required courses with a minimum 65% overall average  |
| SHERIDAN      | Bachelor of Game Design                         | ✓ English, Grade 12 (ENG4U) plus  
                                          |                  | ✓ Grade 12 Math (U)  
                                          |                  | ✓ One senior-level Visual Arts credit at the M or Open level  
                                          |                  | ✓ Three other Grade 12 subjects at the U OR M level  
                                          |                  | ✓ Minimum 65% overall average or • Two semesters of postsecondary education including required courses with a minimum 65% overall average Applicant Selection  |
### OSS Student Planning Chart

**Name:**

**Education Goals:**

<table>
<thead>
<tr>
<th>OSSD Compulsory Subjects</th>
<th>18</th>
<th>Year 1 Course Codes</th>
<th>Year 2 Course Codes</th>
<th>Year 3 Course Codes</th>
<th>Year 4 Course Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ENG1D</td>
<td>ENG2D</td>
<td>ENG3U or ENG3UO</td>
<td>ENG4U or ENG4UO</td>
</tr>
<tr>
<td>English</td>
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<td></td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>FSF1D or FSF1P</td>
<td></td>
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<tr>
<td>Canadian Geography</td>
<td>1</td>
<td>CGC1D</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Canadian History</td>
<td>1</td>
<td>CHC2D</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Mathematics</td>
<td>3</td>
<td>MPM1D or MFM1P</td>
<td>MPM2D or MPM2D3 or MFM2P</td>
<td>MCR3U or MCR3U3 or MBF3C or MCF3M</td>
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</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>SNC1D or SNC1P</td>
<td>SNC2D or SNC2P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>1</td>
<td>PPL1O</td>
<td></td>
<td></td>
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<tr>
<td>Civics and Career Studies</td>
<td>.5 + .5</td>
<td>CHV2O or GLC2O</td>
<td></td>
<td></td>
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<tr>
<td>Arts: Art/Drama/Music/Media Arts</td>
<td>1</td>
<td></td>
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<tr>
<td>Group 1</td>
<td></td>
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</tr>
<tr>
<td>English (including the Ontario Secondary School Literacy Course), French as a second language**, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education*</td>
<td>1</td>
<td></td>
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<tr>
<td>Group 2</td>
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<tr>
<td>French as a second language**, the arts, business studies, health and physical education, cooperative education*</td>
<td>1</td>
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<tr>
<td>Group 3</td>
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<tr>
<td>French as a second language**, science (Grade 11 or 12), computer studies, technological education, cooperative education*</td>
<td>1</td>
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<td>---</td>
</tr>
</tbody>
</table>

**Optional Credits:**

| 12 | GLE1O or GLS1O | GLE30 OR GLS40 |

**Total Credits:**

| 30 | 8 | 8 | 7 or 8 | Minimum of 6 |

* A maximum of two credits in Cooperative Education can count as compulsory credits.
** A maximum of two credits in French as a second language can be used as compulsory credits; the first must be earned as group one credit and the second may be group two or three credit.

Planning should include prerequisite courses required for University or College programs.

**Course Load**

Students Must Take:

- **Year 1**: 8 courses
- **Year 2**: 8 courses
- **Year 3**: 8 courses
- **Year 4**: 6 courses (or a course load that will permit them to graduate)

**NOTE:** Students enrolled at Greenwood College School in Grades 7 and 8 may have completed the BT110O credit and earned the Group 2 compulsory requirement.