



Crestwood

PREPARATORY COLLEGE

Inspire Excellence • Nurture Individuality



ACADEMIC COURSE CALENDAR

GRADES 7 -12

2023-24

The Academic Course Calendar is an important source of information and a planning tool designed to assist parents and students understand high school and post-secondary programs and opportunities. It provides information on assessment and evaluation standards at the school, ways we assist in maximizing student potential and strategies used to support children through the various learning processes. Ontario Ministry of Education requirements regarding the granting of secondary school diplomas (OSSD) are also outlined in the following pages. Finally, you will find a comprehensive list of all the academic courses offered by Crestwood Preparatory College.

Crestwood Preparatory College is a full year, non-semester, enriched academic program. Students begin with a diverse, experiential program in grades seven and eight, and then are strongly encouraged to take advantage of the variety of opportunities provided at the school in all grades. We seek to teach and inspire a love of learning and emphasize process in all learning stages and modules.

Crestwood offers a full range of courses at the academic and university preparatory levels that meet and surpass Ministry of Education guidelines. Organizational keys, study skills, time management, and effective work habits are worked on daily. Our teachers are instinctively drawn to provide the extra help and support required to master material and concepts. Extra help, academic mentoring, and Guidance support are mainstays at CPC. Our after-school programs are an essential part of our purpose and mandate, and we strongly encourage our young people to participate in everything from chess matches to championship basketball games in building their skill levels and personal relationships.

At Crestwood Preparatory College, students are encouraged to achieve to their highest potential, balancing academic, physical and social pursuits within an enriched, structured and disciplined environment. We are committed to academic excellence, while fostering integrity, creativity and responsibility to self and community. We educate adolescents to develop positive personal relationships, to embrace differences of appearance and opinion, to underline daily the importance of civility and the sensitivities required to achieve it, and to grasp the necessity of diligence in realizing one's goals. Students will have the guidance, nurturing and adult role models to inspire their work and efforts on a daily basis.

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ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

COMPONENTS OF ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “**assessment for learning**” and “**assessment as learning**”. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, performances, peer and self-assessments, self-reflections, essays, and tests. Teachers will ensure that students’ demonstration of their achievement is assessed in a balanced manner with respect to the four categories and that achievement of particular expectations is considered within the appropriate categories.

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on **assessment of learning** that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. “Student products” may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.

The **assessments of learning** occur at or near the end of a period of learning such as a unit of study and address four categories of knowledge and skills. These categories help teachers to focus not only on the acquisition of knowledge but also on the development of thinking, communication, and application skills.

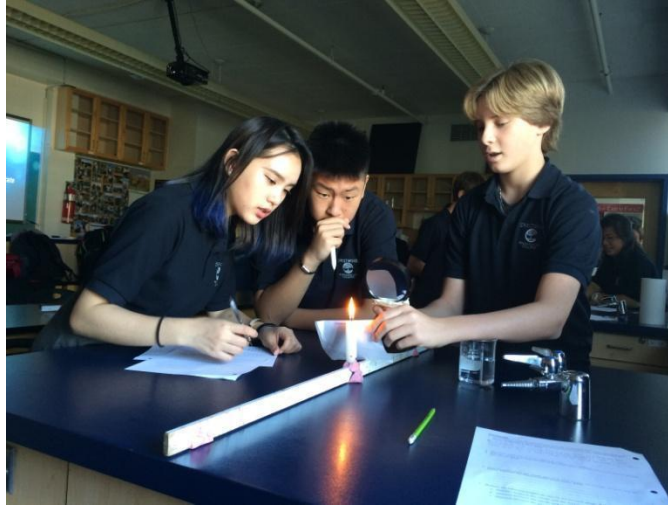
- **Knowledge** – Subject-specific content acquired in each course, and the comprehension of its meaning and significance
- **Inquiry and Thinking** – The use of critical and creative thinking skills and/or processes
- **Communication** – The conveying of meaning through various forms
- **Application** – The use of knowledge and skills to make connections within and between various contexts

LEARNING SKILLS AND WORK HABITS

The development of learning skills and work habits is an integral part of a student's learning. Responsibility, organization and collaboration are lifelong skills that translate beyond the realm of learning into the world of work.

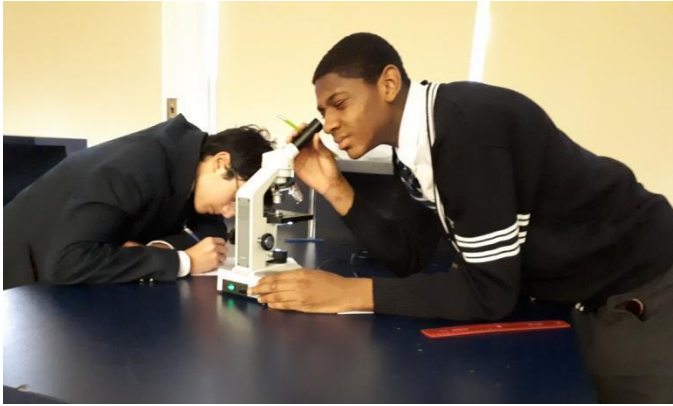
Crestwood Preparatory College examines six skills that help students to become more effective learners. These were determined to be fundamental to the learning process.

Students will be provided with learning opportunities that will develop their skills and work habits. Each Learning Skill is observed and developed by teachers. Specific comments on strengths, areas of concern or ways to move forward will be included on each report card for each subject.



Teachers will consider how well your child performs at each of the following.

- **Responsibility**
 - fulfills commitments in learning environments
 - completes and submits class work, homework, and assignments according to agreed upon timelines
 - manages his/her behaviour
- **Independent Work**
 - monitors, assesses, and revises plans to complete tasks and meet goals
 - uses class time appropriately to complete tasks
 - follows instructions with minimal supervision
- **Collaboration**
 - accepts various roles and an equitable share of the work within a group
 - responds positively to the ideas, opinions, values, and traditions of others
 - builds healthy peer relationships
 - works with others to resolves conflicts and builds consensus to achieve group goals
 - shares information, resources, and expertise to solve problems and make decisions
- **Organization**
 - creates and follows a plan to complete work and tasks
 - establishes priorities and manages time to achieve goals
 - gathers, evaluates and uses information, technology and resources to complete tasks.
- **Initiative**
 - acts upon new ideas and opportunities for learning
 - demonstrates a willingness to take risks
 - demonstrates curiosity and interest in learning
 - approaches new tasks with a positive attitude
 - recognizes and advocates appropriately for the rights of self and others
- **Self-Regulation**
 - sets his/her individual goals and monitors progress towards achieving them
 - seeks assistance when needed
 - assesses and reflects critically on her/his strengths, needs and interests
 - identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals
 - perseveres when facing challenges



ASSIGNMENT AND TEST EXPECTATIONS

Every effort is made to ensure a balance between daily homework, tests and larger assignments. Teachers publish test dates and assignment due dates in Edsby to support students in planning their time accordingly. Parents also have access to this listing to assist in the planning process.

Unless ill, all students are expected to be in class during tests and on presentation days. We also expect assignments to be submitted on time. We ask that parents contact teachers if a student is too ill to write a test or to present his/her work on a scheduled date.

FAILED ASSESSMENT OR NOT MEETING EXPECTATIONS

In the case of a failed assessment or not meeting expectations, the teacher will:

1. Confer with student about the mark to examine preparation, their understanding of the material and to find out if there is any additional info we should know about the writing of this assessment?
2. Determine learning plan moving forward:
 - Teacher and student determine a learning plan include mandatory extra-help, redoing the assignment or completing a new assignment for adjusted marks.
3. Teacher phone/Email call home to inform parents of mark along with next steps that include teacher and student implement plan.
4. A mentor may be assigned to assist the student with their organization, planning and completion of work.

MISSING AND LATE STUDENT WORK

If a student does not complete an assignment on time teachers will do the following:

- Speak with the student to determine the reason for the assignment not being completed and attempt to arrange for extra help sessions in order to have the work completed.
- Speak with parents and guardians to let them know about the missing work and the steps being taken in order for the student to complete the work, along with the agreed upon timeline.
- If the student has a staff mentor this information is shared with them as well so that they can assist with the time management and support pieces which may include some peer support through peer tutoring.
- Let the Administration know about the missing assignment so that this can be monitored in order to be aware that this does not become a regular occurrence.
- Work with the Administration to determine a fair penalty if required.

Teachers have a variety of options to deal with late or missed assignments. We respect the professionalism of our educators and want them to select an approach that fits their situation and builds their students' confidence, responsibility and time management skills.

Deducting marks — and even assigning a grade of zero — can also be done, but it should be a last resort as we want to be evaluating their product not their behaviour. We want to ensure that any mark deduction or giving a grade of zero will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.

PLAGIARISM AND ACADEMIC DISHONESTY

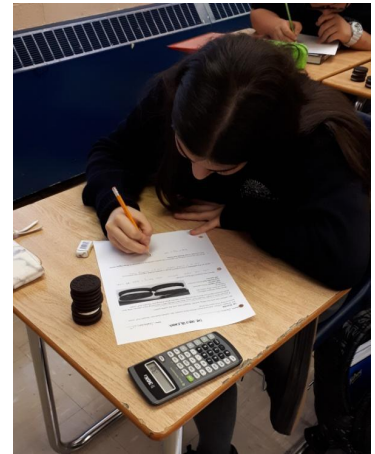
Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned. It is also critical for all teachers and Administrators to understand that in many cases plagiarism and cheating occur for a variety of reasons and if done intentionally are often a last resort of the students who have become overwhelmed.

In order to help prevent students from cheating and plagiarism all attempts must be made for the following to take place:

- regular check-ins with the teacher to discuss the assignments, examine the research, discuss the rough draft and to ensure the process of completing the assignment is considered
- where possible the majority of the work and research is completed in class time with the teacher
- students are taught about plagiarism and how it can be done both inadvertently and on purpose
- Use of Google docs and Google assignment to allow the documents to be shared and monitored by the teacher to aid in the learning process
- Ensure that there are conversations about the assignment with the students to ensure they are understanding the material

When plagiarism or cheating does occur, a teacher needs to bring it to the attention of the Administration to discuss the issue and determine the best approach in dealing with it. Factors that must be considered include

- the grade level of the student
- the maturity of the student
- the number and frequency of incidents
- the individual circumstances of the student
- Possible penalties may include any of the following:
 - deduction of marks or assigning a grade of zero
 - having the student redo the work properly and resubmit it for full or reduced grade



Parents/Guardians will be contacted by the teacher to outline the incident and the penalty agreed upon with the Administration. This penalty will be shared with the student by the teacher. Following these discussions, the Administration will follow up with both the parents and the student. For students who plagiarize or cheat for a repeated time the penalties will increase and may include expulsion.

DEFINITION OF A CREDIT

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education and Training for courses that have been developed or approved by the Ministry. A half credit may be granted for each 55-hour part of a 110-hour ministry-developed course. Half-credit courses must comply with Ministry requirements as outlined in the curriculum policy documents.

Partial credits may be granted for the successful completion of certain locally developed courses.

For the purpose of granting a credit, “scheduled time” is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom instruction and activities and/or through community placements related to work experience and cooperative education.

REPORT CARDS

There are four formal report cards. There is an interim report card in early November, a first term report card is issued in early January, the midterm report card is issued in March, and the final report card issued in June.

On the November report card letter grades are used to provide a general range of student achievement and are designed to allow for Teachers, Parents and Administration to address any concerns early in the learning process. All other report cards will contain numeric grades with a 50% being considered a passing grade. Report Cards include grades, subject comments, learning skills, medians, and absences for each course.

DETERMINING A REPORT CARD GRADE

Teachers will take various considerations into account before deciding about the grade to be entered on the report card. The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation). The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course. In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students' skills and knowledge than others.

Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgment to determine the student's report card grade. The report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time.

For all courses at Crestwood Preparatory College, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

A credit is granted and recorded for every course in Grades 9 to 12 in which the student's final percentage mark is 50 per cent or higher.

ATTENDANCE

Regular attendance at school is critical for the student's learning. To encourage regular attendance by students, Crestwood will ensure that students and their parents are informed about the school's policy on attendance. Where, in the Administrations judgement, a student's frequent absences from school are jeopardizing his or her success, school staff should meet with the student and the parents to explain the potential consequences of the absences and discuss steps to be taken to improve attendance.

EXAMINATIONS

Formal examinations are written once a year – June. Students and families will be advised in advance as to the academic weight of each exam. Students in grades 7 – 10 will write one- and one-half hour exams. Students in grade 11-12 will write two-hour exams. A student must complete all of his/her term academic requirements before he/she will be allowed to sit for an exam. Please be advised that examinations will be virtually impossible to reschedule and that holidays must be scheduled with examination periods in mind.

EXTRA HELP

In an effort to further support student learning and to address individual needs, each teacher offers extra help sessions throughout the year prior to the start of classes in the morning and at the end of the day until 4:00 pm. Students are encouraged to seek extra help on a regular basis from their teachers. Teachers will request that students attend these extra sessions when they see a student is struggling with a particular concept or topic.



HOMEWORK

The student's homework is his/her responsibility and they should be encouraged to develop independent study skills.

Listed below are some suggestions to help foster independence:

- establish a homework routine and adhere to it
- make sure your child has a quiet place, free of distractions
- check that all assigned work is recorded in the student agenda
- divide assignments into long-term assignments and daily work
- research assignments should be planned into the time frame allowed
- contact the teacher immediately if your child is struggling with the homework
- make sure completed homework is taken back to school.

Good study habits, once established, will enhance your child's learning and success through to university. Time spent now will pay dividends later.

STUDY ENVIRONMENT

- study in a suitable environment
- organize the environment: clear desk
- post test schedule or calendar of test dates; use a bulletin board for reminders; post reminder cards
- remove visual distractions
- provide adequate lighting

TIME MANAGEMENT

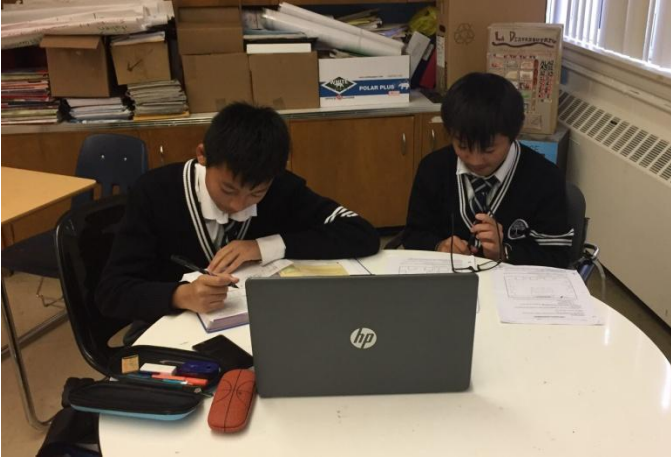
- break up large sections of material into manageable bits
- make a study schedule for the upcoming week(s)
- prioritize study time, giving more difficult subject matter more, and perhaps an earlier study time
- study more frequently for shorter time periods (i.e. 20-30 minutes studying followed by a 5-minute break, repeat)
- study earlier in the day if possible and utilize weekend time

READING AND REMEMBERING

- read all notes and text material that will be tested
- recite information to help remember it
- write down main ideas and headings from memory, then check for accuracy
- review class notes nightly

MAKE STUDY SHEETS/REVIEW CARDS

- make jot notes, study sheets, flash cards, Quizlets
- use Mnemonics: such as rhymes, acronyms or silly sentences



TEXTBOOKS

Students are required to purchase all their textbooks each year. The list for textbooks is provided in May of the previous school year. Textbook lists are available on the website and can be purchased from Alpha Textbooks. Opportunities for parents to purchase used books and sell their child's used books are provided in June.

PARENT – TEACHER CONFERENCES

Parent– Teacher Conferences are scheduled in November and January approximately two weeks following each report card. Information on how to book your Parent-Teacher conferences is included with the report card. Parents will book appointments with any of the student's teachers online through Edsby by following the instructions. Parents may set up additional times to speak with any of their child's teachers as needed.



PARENT INFORMATION SESSIONS

Members of the Administration and the Guidance Department hold several information sessions throughout the year to provide parents with some insight into the program at Crestwood.

- In the fall, there is a Grade 11 & 12 Parent Session on University Applications that work with the in-class student workshops.
- In November, sessions regarding the transition from the Lower School to the College for parents of Grades 5 & 6 students as well as the transition to high school to parents in and 7 & 8 take place.

- In January, a Parent Session for Grade 9 & 10 families takes place discussing course selection and the implications of course choice.

Including parents in the process is an important part of the education process.

REACH AHEAD CREDIT

Under certain conditions, elementary students may “reach ahead” to take secondary school credit courses. The principal of a student’s elementary and secondary school may decide, with parental consent, that it is appropriate for students to enroll in one or more secondary courses provided they have demonstrated that all expectations of the Grade 8 elementary curriculum have been met.

At Crestwood Preparatory College there are several possible ‘reach ahead high school credits’ that the students may be enrolled in during Grade 8, provided they have met the Grade 8 curriculum expectations according to the principal and the teachers. The possible Reach Ahead Credits for the Grade 8 students at Crestwood Preparatory College are as follows:

- CGC1D - Geography of Canada, Grade 9, Academic
- TGJ10 – Exploring Communications Technology, Grade 9, Open
- MPM1D – Principles of Mathematics, Grade 9, Academic
- FSF1D - Core French, Grade 9, Academic

COURSE DEVELOPMENT & ACCESS TO COURSES OF STUDY

Crestwood Preparatory College will offer courses based on the curriculum expectations set out in Ministry curriculum policy documents, and may also offer courses that are developed locally.

Crestwood Preparatory College teachers work from course outlines that meet Ministry requirements. In ALL cases, we have enhanced these outlines to allow for more student enrichment as required. These documents, although often long and potentially complicated, are kept on file and are available to parents and students for review purposes.

Students and parents may also access the Ontario Ministry of Education curriculum documents at <http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>.

WHAT IS THE VALUE IN COMPLETING A SECONDARY SCHOOL EDUCATION?

There is much research, backed up statistically, showing that a secondary school education and the successful completion of a secondary school education have long-term benefits to a student including success in their chosen career, health and wellness and engagement and contribution to their community.

At Crestwood Preparatory College, we see the educational journey that leads to graduation as a component of a lifelong, reflective commitment to becoming the best person possible. It is important to graduate because it’s good for you, your family and your community. A person with a high school education is more likely to earn more, to have better health and to have stronger personal relationships than someone who does not complete high school.



WHAT ARE THE RULES ABOUT STUDENTS REMAINING IN SECONDARY SCHOOL?

As per the Ministry of Education:

Every student is required to remain in secondary school until the student has reached the age of 18 or until the student has obtained the Ontario Secondary School Diploma.

At Crestwood Preparatory College, all decisions on course selections rest with the students' parents or legal guardians.



ACCESS TO THE ONTARIO SCHOOL RECORD (OSR)

STUDENTS – Every student has the right to have access to his or her OSR.

PARENTS – The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen). Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare.

EDUCATIONAL PERSONNEL – Under the Education Act, only supervisory officers and the principal and teachers of the school have access to the OSR for the purpose of improving the instruction of the student. As noted above, additional access may be permitted under municipal and provincial freedom of information legislation, under specified and limited circumstances.



STUDENT CODE OF CONDUCT

A Student Code of Conduct is designed to assist the student body in the achievement and maintenance of a safe and positive learning environment for every member of our school community. For the most part, the rules governing conduct at Crestwood Preparatory College are determined by the usual and necessary standards dictated by respect, common sense and civility. Violence, verbal abuse, bullying, opposition to legitimate authority, truancy, destruction of school property, improper or profane language, and chronic neglect of duty will not be tolerated at Crestwood Preparatory College.

The following rules apply while on school premises, or any other school related facility during school activities at or away from school, or off the school grounds if the situation is initiated at school or if they affect the climate of the school regardless of where they take place. Students shall be given due process before any disciplinary action is taken.

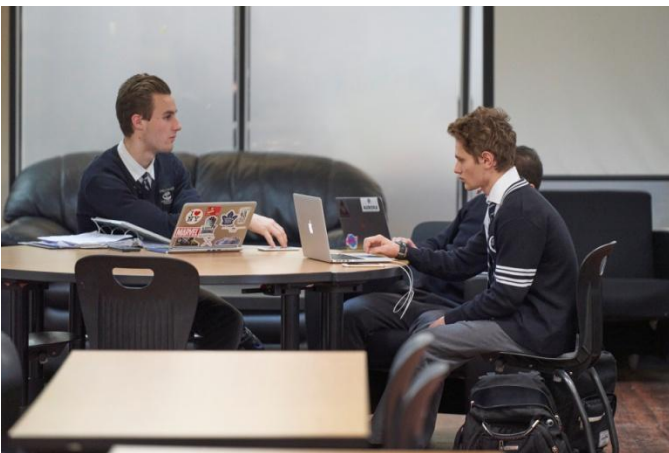
A violation of any rule may result in discipline including, but not limited to:

- Detention
- In-School Suspension
- Out-of-School Suspension
- Probation
- Expulsion
- Compensatory payment of damages
- Loss of credit for assigned work or tests
- Assigned work related to the offense
- Loss of other privileges

The Administration will impose disciplinary action based upon the specific facts of each case. In the event that disciplinary action is necessary, the school will inform parents of the offence and the subsequent decision of the Administration, with a view to remedying the problem. In the interest of fairness and a genuine concern for students and staff, the Administration reserves the right to suspend or expel a student depending on the severity of the situation. It is important for families to understand that any disciplinary measure is designed to ensure an orderly, productive and safe environment for all students and staff.

The Headmaster is the final recourse in disciplinary situations and reserves the right to interpret and apply any and all disciplinary rules at his discretion.

Specifics will be found in the Student Code of Contract that students and parents agree to each year at Crestwood Preparatory College.



STUDENT SUPPORT

STUDENT SERVICES

Student Services at Crestwood Preparatory College 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 is a focus of the school. This is accomplished in a variety of ways.

At the beginning of the school year, Student Services staff creates or updates the Student Support Plan and learning profile of each identified student. This profile 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. The learning profile is reviewed with the student's subject teachers at the beginning of the school year and is revisited throughout the year. When necessary, appropriate adjustments are made and communicated to the student, as well as the student's teachers and parents. This information is also presented to each student in order to ensure they are incorporating these strategies and reaching their potential. Students may meet with a member of Student Services at any time throughout the year to get assistance.

MAXIMIZING ACADEMIC PERFORMANCE PROGRAM (MAP Program)

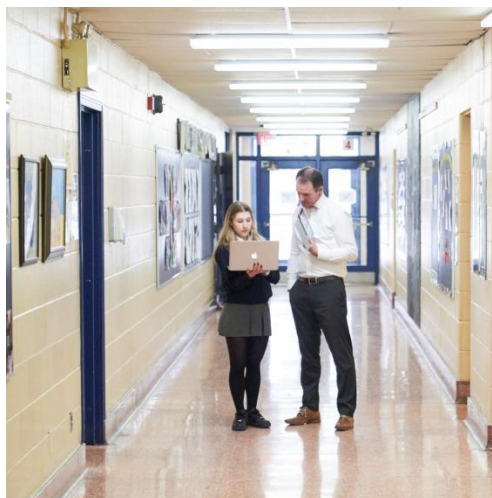
Crestwood Preparatory College enriches the lives of our students with learning approaches and programs that maximize both achievement and post-secondary success. These approaches can be both reinforcement of fundamentals or through added enrichment. Crestwood understands that added student support is essential to the success of each student. This support is both integrated in, and supplemental to, the daily curriculum. The MAP Program provides a supportive environment where students can look for enrichment, overcome academic challenges, embrace opportunities, and meet their individual goals.

There are several components involved in the MAP Program;

- Grade 7, 8 and 9 Support Centres: daily after school homework and academic centres in which teachers assist students in homework, organizational and study related areas. Students are also able to receive peer tutoring in a variety of subjects
- Grade 7 "Integrated Study Skills" Course – part of the regular program and schedule for all grade 7 students.
- Crestwood's ROOTS program provides a smaller class setting for identified students from Grade 7 to 8 who would benefit from a more intensive support-based learning environment. While following the Ministry of Education guidelines mandated for each grade level, ROOTS is differentiated by pace, volume and strategic skill building.
- Math Tutoring Centre – teacher and peer assistance for all grade levels.
- Reach Ahead Credits – Grade 7 & 8 students have the opportunity to reach ahead in subjects such as Geography, Computers, Mathematics and French allowing them to earn up to 4 high school credits prior to the start of Grade 9.
- Advanced Placement (AP) - Crestwood Preparatory College offers AP opportunities oversee by the College Board. This makes it possible for interested students to complete post-secondary level studies while still in high school. Crestwood offers AP courses in conjunction with, and as an enhancement of, Ontario courses. High school teachers find that AP courses enhance their students' confidence and stimulate their academic interest. University faculty report that AP students are far better prepared for serious academic work.
- Mentoring Programs- regularly scheduled meetings with teachers and mentor groups- more individualized program for students with greater need.

STUDENT OUTREACH

A positive school climate exists when all members of the community feel safe and supported. Crestwood provides a safe schools environment through effective intervention strategies that actively promote Student Success, Mental health awareness, Bullying prevention, and Character education. Teacher and student mentoring programs are in place to address the needs of all students, both academically and emotionally. Crestwood understands that students take in and process information differently. As such, teachers consider the various learning styles of their student's, academic needs and provide support in the form of teaching accommodations, teaching strategies and extra help through programs such as Maximizing Academic Performance Program and Peer Tutoring. At Crestwood our students feel supported academically, emotionally and socially.



PROGRAMS TO SUPPORT ENGLISH LANGUAGE LEARNERS

Crestwood Preparatory College's ESL program is generally intended to support newcomers. For their first few years in Ontario schools, many English language learners receive support designed to meet their language learning needs and/or to help them develop the literacy skills they need in order to continue their education and participate fully in life in Ontario:

Our English as a Second Language (ESL) programs are intended for students whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs have age-appropriate first-language literacy skills and educational backgrounds.

THE GUIDANCE AND CAREER EDUCATION PROGRAM

The guidance and career education program are a vital and integral part of the Crestwood Preparatory College program. Through the program, students will acquire the knowledge and skills that they need in order to learn effectively, to live and to work cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities. This program will be delivered through various means, including classroom instruction, the teacher-adviser program, orientation and exit programs, completion of the annual education plan, career exploration activities, and individual assistance and short-term counseling.

The goals of the guidance and career education program are outlined in the policy document entitled *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, Policy and Program Requirements, Kindergarten to Grade 12, 2013*. *Creating Pathways to Success* sets out the new career development policy for Ontario schools, which involves the implementation of a comprehensive Kindergarten to Grade 12 education and career/life planning program designed to help students achieve their personal goals and become competent, successful, and contributing members of society. This is a whole-school program delivered through classroom instruction linked to the curriculum and through broader school programs and activities.

To help students achieve these goals, the content of the guidance and career education program is organized into three areas of learning – student development (i.e., the development of habits and skills necessary for learning), interpersonal development (i.e., the development of knowledge and skills needed in getting along with others), and career development (i.e., the development of knowledge and skills needed for setting short-and long-term goals and for planning for the future).

Crestwood Preparatory College has implemented Xello at all grade levels to ensure students select courses appropriate for university and college programming. This will include individualized online credit summaries to be updated annually, displaying students' progression towards their academic goals. Students will be able to create and modify their high school plan to ensure that it aligns to their life goals and meets graduation requirements for the school. Parents will have access to students' profiles and will be able to monitor their son or daughter with the same intensity as a counselor.

Students will work closely with the program in GLC2O (Careers) through Career Cruising to develop an understanding of career choices and futures. While this is not the beginning of students' work with guidance, it intensifies the one-on-one relationship with the student's counselor who will review his or her online interactions to individualize counseling when meeting with guidance. Reviews of students'

progression towards the OSSD are completed throughout the school year, particularly in January (during course selection) and April (when counselors meet one-on-one with students to discuss postsecondary planning).

Individualized counseling begins in grade 8 where students develop their understanding of credits and the requirements for graduation. Parents are educated through evening workshops, focused to target specific needs of grades-level students. Grade 9 and 10 parents attend an evening in January around course selection and how the selection of appropriate courses is integral to the postsecondary planning process. As well, grade 11 and 12 parents receive informative workshops assisting them with the application process and how to best help foster research at an early age.

The guidance department visits grade 8-11 English classrooms in January for a full-period workshop on course selection, helping students to answer the “What next?” question and explore options. Grade 12 students participate in three workshops (September, October and November) regarding postsecondary applications and they, along with parents, are encouraged to utilize online tools such as eInfo (<http://www.electronicinfo.com>) to research programs, in conjunction with regularly scheduled one-on-one meetings with guidance. This is meant to supplement individual meetings grade 11 students have around postsecondary planning in the spring, meant to inspire research in the summer between grades 11 and 12.

All new students receive intensive feedback on course selection as previous credits achieved (both in- and out-of-province) are reviewed and discussed to help develop plans for the future. Particular attention is paid to students who come from outside the province to ensure they understand what is required for graduation from an Ontario high school, in addition to the prerequisites required for their program(s) of choice.

INTERMEDIATE PROGRAM

Crestwood Preparatory College offers a varied, enriched and experiential program for all its students. This is especially evident in grades seven and eight. We provide an environment that recognizes the emotional and social needs of our learners while encouraging individuality, good citizenship, global awareness and character development. As a school, we don't operate from a "one size fits all" approach. Instead Crestwood Preparatory College differentiates instruction and seeks to meet the individual needs of each student. This approach is in everything we do. We cultivate the passion a child brings with them, or help them to discover one here. Academically, we want our students to be open to different academic subjects and styles of learning. Our staff is constantly checking and enhancing the curriculum – all with an eye on providing students with opportunities to achieve success.



GRADE 7

ARTS

Dramatic Arts
Instrumental Music
Visual Arts

LANGUAGE

English
French
Literacy Support
English as a Second Language

MATH, SCIENCE and TECHNOLOGY

Mathematics
Science
Introduction to Exploring Communications Technology

SELF and SOCIETY

Geography
History
Physical Education

COURSE DESCRIPTIONS FOR GRADE 7

Dramatic Arts 7

Students in Grades 7 focus on role play and the development of believable characters as foundational components of both process drama and theatre performance. In addition to role/character, they incorporate the elements of relationship, time and place, tension, focus, and emphasis in drama works they create, and apply their knowledge of the elements in analysing drama works. At this level, an issues-based focus encourages students to deepen their capacity for empathy and for critical analysis of issues. Because drama is a highly social art form, teaching, modelling, and guidance in the development of effective group skills are essential.

Instrumental Music 7

This programme aims to develop an appreciation and understanding of music through playing an instrument in band class. Reading and writing of music and examining the historical context of the music played, help students understand cultural connections.

Visual Arts 7

The Grade 7 art programme is history-based, stressing the viewing and discussion of important works. Studio projects are based on the periods studied and highlight important styles and artists from the Prehistoric to Modern art periods. Students have the opportunity to work with a variety of media. They develop projects using their understanding of the elements of design.



English 7

This course covers the following four areas of study: language, writing, literature and oral communication. Language study involves vocabulary development and the teaching of formal grammar. Within the writing area, students will communicate ideas and information for a variety of purposes, using forms appropriate for their purpose and topic – such as short stories, research compositions, speeches and proposals. In literature, students will read and/or analyze a variety of age appropriate creative work (e.g. novels, short stories, poetry, plays, films). As well each student will be responsible for selecting and reading those novels that will be discussed through in-class book reports. Finally, within the oral communication domain, students will generate ideas for their own speeches before writing, editing and delivering these in a class setting – with the aim of participating in the school’s public speaking competition.

French 7

In Grade 7, students listen to and talk about short, oral texts in structured and open-ended situations. They read a variety of classroom and simple authentic materials and communicate information in writing for different purposes. Students identify and use the vocabulary and grammar and language conventions appropriate for this grade level in oral communication and in reading and writing.

Literacy Support

The purpose of Literacy Support is to provide students with an opportunity to read, write and create with and for understanding. Students will learn effective reading and writing strategies, and apply those strategies across a variety of content areas. This course is specifically designed to support students by improving their literacy skills by providing extra support for students as they venture to improve their reading, writing and oral language skills. These skills are transferable across various course offerings at Crestwood Preparatory College. Students will be assessed through a number of components including written, oral and media assignments.

English as a Second Language

This course builds on students’ previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures

and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

Mathematics 7

This course covers Mathematical knowledge and skills in detail. The following are highlights of areas the student will be expected to learn in Grade 7: Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra and Data Management and Probability.

Science 7

This course includes topics from all scientific disciplines: biology, physics, chemistry, ecology, and design and technology. These are taught through the four strands of the Ministry curriculum: Interactions in the Environment; Form and Function; Pure Substances and Mixtures; and Heat in the Environment. The scientific method, scientific literacy, and research skills are stressed throughout the course.

Introduction to Exploring Communications Technology

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.



Geography 7

In order 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. The curriculum also focuses on physical patterns and how they affect human activity. Students recognize patterns as an essential concept in geography. As well, students examine the various ways resources are used and the environmental implications of their use. Students demonstrate an understanding of the impact technology has on natural resources. As well the study of geography focuses on patterns in human geography, economic systems, and migration. Students explain population distribution and characteristics, and investigate how human activities are affected by these patterns. They examine economic systems and the relationship between Canada and the global community, as well as the major types of migration and factors affecting human mobility

History 7

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

Physical and Health Education 7

In physical education, students participate on a regular basis in physical activities that maintain or improve physical fitness. They combine a variety of movements in various games and activities and apply the principles of movement while refining skills. Students relate healthy living to body image and self-esteem. They discuss age-appropriate matters related to sexuality, harassment, personal safety, and peer pressure related to substance use and abuse.

GRADE 8

ARTS

Dramatic Arts
Instrumental Music
Visual Arts

LANGUAGE

English
French
Literacy Support
English as a Second Language

MATH, SCIENCE and TECHNOLOGY

Mathematics
Science
Exploring Communications Technology
(TGJ10 1.0 Ontario School Credit)

SELF and SOCIETY

Geography
(CGC1D – 1.0 Ontario School Credit)
History
Physical Education
Study Skills/Guidance

COURSE DESCRIPTIONS FOR GRADE 8

Dramatic Arts 8

Students in Grades 8 will continue to focus on role play and the development of believable characters as foundational components of both process drama and theatre performance. In addition to role/character, they incorporate the elements of relationship, time and place, tension, focus, and emphasis in drama works they create, and apply their knowledge of the elements in analysing drama works. At this level, an issues-based focus encourages students to deepen their capacity for empathy and for critical analysis of issues. Because drama is a highly social art form, teaching, modelling, and guidance in the development of effective group skills are essential.

Instrumental Music 8

In Grade 8, students continue to develop an appreciation for and understanding of music through playing an instrument in band class. They read, write, and perform from musical notation and examine the characteristics of music of different historical periods.

Visual Arts 8

The Grade 8 art programme builds on the historical knowledge students gained during the Grade 7 course. Studio projects are based on specific artists, and they have the opportunity to develop and create independent projects. Students will continue to work with a variety of media. They study the principles of Colour Theory and the employment of those principles. Students develop projects in paint and clay using their understanding of the elements and principles of design.



English 8

This course covers the following four areas of study: language, writing, literature and oral communication. Language study involves vocabulary development and the teaching of formal grammar. Within the writing area, students will communicate ideas and information for a variety of purposes, using forms appropriate for their purpose and topic – such as short stories, poetry, speeches and literary essays. In literature, students will read and/or analyze a variety of age appropriate creative work. (e.g. novels, short stories, poetry, plays, films). As well each student will be responsible for selecting and reading those novels that will be discussed through in-class book reports. Finally, within the oral communication domain, students will generate ideas for their own speeches before writing, editing and delivering these in a class setting – with the aim of participating in the school’s public speaking competition.

French 8

In Grade 8, students continue to listen and talk about simple oral texts in structured and open-ended situations. They express ideas, feelings, and opinions in conversations and discussions, using learned language structures and a variety of vocabulary and expressions. As well, they write in a variety of forms adjusting language to suit the audience. They continue to identify and use the vocabulary and grammar conventions appropriate for this grade level in oral communication and in reading and writing.

Literacy Support

The purpose of Literacy Support is to provide students with an opportunity to read, write and create with and for understanding. Students will learn effective reading and writing strategies, and apply those strategies across a variety of content areas. This course is specifically designed to support students by improving their literacy skills by providing extra support for students as they venture to improve their reading, writing and oral language skills. These skills are transferable across various course offerings at Crestwood Preparatory College. Students will be assessed through a number of components including written, oral and media assignments.

English as a Second Language

This course builds on students’ previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

Mathematics 8

This course covers Mathematical knowledge and skills in detail. The following are highlights of areas the student will be expected to learn in Grade 8: Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra and Data Management and Probability.

Science 8

This course continues to allow students to increase their scientific knowledge in the disciplines of biology, physics, chemistry, ecology, and design and technology. The students will learn scientific concepts and conduct investigations related to Cells, Systems in Action, Fluids, and Water Systems. Research, experimentation, and scientific literacy remain an integral part of the program.

Exploring Communications Technology TGJ10 (1 Ontario School Credit)

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 technology 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.

Geography of Canada 9 (CGC1D) (1 Compulsory Ontario School Credit)

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

History 8

In Grade 8 history, students will build on their understanding of earlier Canadian history, examining how social, political, economic, and legal changes in Canada between 1850 and 1914 affected different groups in an increasingly diverse and regionally distinct nation. They will explore experiences of and challenges facing Canadians around the beginning of the twentieth century and will compare them to those of present-day Canadians. Students will examine the internal and external forces that led to Confederation and territorial expansion and of the impact of these developments on long-time Canadians, including First Nations, as well as new immigrants. Through an examination of inequalities in the new nation, students will learn that many of the rights and freedoms we have in Canada today are the result of actions taken by people in this era to change their lives. Students will develop their ability to apply the concepts of historical thinking as well as the historical inquiry process, using both primary and secondary sources to explore the perspectives of groups on issues of concern to Canadians from the mid-nineteenth century to the eve of World War I.

Physical and Health Education 8

In physical education, students continue to participate on a regular basis in physical activities that maintain or improve physical fitness. They apply a variety of sport specific skills related to balance, coordination, flexibility, power and speed, and develop various manipulation skills in sport situations. Students consider the adoption of personal goals that reflect the physical, emotional, interpersonal, and spiritual aspects of healthy living. They discuss living skills needed to respond to matters related to sexuality, drug use, and healthy eating habits.



Study Skills 8

This course is designed to provide students entering high school with the tools necessary to be successful students. It will include the teaching of organizational skills, proper use of textbook, study skills, note taking skills, research skills, and the mechanics of writing.

HIGH SCHOOL PROGRAM

EXPLANATION OF MINISTRY OF EDUCATION COURSE TYPES

In Grades 9 and 10 Crestwood offers two types of courses are offered: academic courses and open courses. Academic and applied courses set high expectations for all students.

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

De-streamed courses - Ontario is continuing its efforts to end streaming students as they enter high school. This means that there will no longer be applied or academic courses for Grade 9 courses in Mathematics, Science, English, French and Geography. This is called de-streaming. This change will provide all students with the same learning experience and help prepare students for a wide variety of career pathways.

Open courses in Grades 9 and 10 are offered in all subjects other than those offered as academic, de-streamed and applied. (For example, open courses are offered in visual arts, music, and health and physical education, but not in English, mathematics, science, French as a second language, history, or geography.) An open course comprises a set of expectations that is suitable for all students at a given grade level.

In Grades 11 and 12, courses offered at Crestwood to prepare students for their postsecondary destinations include: university preparation courses, university/college preparation courses, and Open courses.

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications.

University/college preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content

Open courses, offered in all secondary school grades, are designed to prepare students for further study in certain subjects and to enrich their education generally. Like the other types of courses, open courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

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

Transfer Courses offer students a means of transferring from one type of course to another if their interests and goals change during secondary school.

For example, a student taking Applied-level Mathematics or Workplace-level Geography might wish to transfer into University level courses the following year. A transfer course is needed to fill in missing course work, to bridge the gap. Like the other types of courses, transfer courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

At this time Crestwood Preparatory College does not offer transfer courses.

EXPERIENTIAL LEARNING PROGRAMS

NOTE: Crestwood Preparatory College does not offer experiential learning programs at this time. We are required to include the following information by the Ministry of Education.

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their post-secondary destination. Experiential learning programs include job shadowing and job twinning, which may start in Grades 7 and 8, and work experience and cooperative education, which are offered in some secondary schools.

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 post-secondary destination. A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program. In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course. The cooperative education course consists of a classroom component and a placement component. 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. A personalized placement learning plan (PPLP) 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 PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor.

EXPLANATION OF MINISTRY OF EDUCATION COURSE CODES

The Ministry of Education provides each course with a five-character code that uniquely identifies the subject (i.e. SCH3U or LWSBD). The code can be interpreted as follows:

CHARACTER 1 – Subject Area

| | |
|---|--------------------------------|
| A | The Arts |
| C | Canadian & World Studies |
| E | English |
| F | French |
| G | Guidance and Career Education |
| H | Social Sciences and Humanities |
| I | Computer Studies |
| L | Languages |
| M | Mathematics |
| P | Health and Physical Education |
| S | Science |
| T | Technological Education |

CHARACTERS 2 & 3 - Identify the specific course

i.e. SPH4U, the PH identifies the course as Physics

CHARACTER 4 - Indicates the grade level

| | |
|---|----------|
| 1 | Grade 9 |
| 2 | Grade 10 |
| 3 | Grade 11 |
| 4 | Grade 12 |

CHARACTER 5 - Indicates the level of difficulty of the course

| | |
|---|---|
| D | Academic – Academic courses emphasize theory and abstract problems. |
| W | De-streamed – In grade 9 will provide all students with the same learning experience and help prepare students for a wide variety of career pathways. |
| O | Open – Open courses are designed to prepare students for further study in certain subjects and to enrich their education generally. |
| U | University Preparation – University Preparation courses are developed in close collaboration with universities. |
| M | University or College Preparation – University or College preparation courses are developed in close collaboration with both universities and colleges. |

Examples:

ENG1D - English Course Grade 9 Academic

MCV4U- Math Calculus & Vectors Course Grade 12 University

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

Students are required to acquire a minimum of 30 credits of 110 hours each. The Ministry of Education also mandates that each student successfully completes the Grade 10 Literacy Test and 40 hours of Community Involvement, prior to graduation.

The combination of compulsory and optional courses is designed to provide all students with the essential knowledge and skills they will need to function effectively in any area of activity, as well as the opportunities to acquire the specialized knowledge and skills they will need to succeed in their chosen postsecondary endeavours.

MINISTRY MANDATED DIPLOMA REQUIREMENTS

Students must earn the following **18 compulsory credits** to obtain the Ontario Secondary School Diploma:

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

Plus, one credit from each of the following groups:

1 additional credit (**Group 1**): additional credit in English, or French as a second language, ** or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***

1 additional credit (**Group 2**): additional credit in health and physical education, or the arts, or business studies, or French as a second language,** or cooperative education***

1 additional credit (**Group 3**): additional credit in science (Grade 11 or 12), or technological education, or French as a second language,** or computer studies, or cooperative education***

In addition to the compulsory credits, students must complete:

- **12 optional credits*****
- 40 hours of community involvement activities
- the provincial literacy requirement

*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

**A maximum of 2 credits in cooperative education can count as compulsory credits. This option is not available at Crestwood Preparatory College

***The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

REQUIREMENTS FOR THE CRESTWOOD PREPARATORY COLLEGE DIPLOMA

The Ministry of Education issues the Ontario Secondary School Diploma to all students who complete the Graduation requirements listed above. Crestwood encourages all students to become well rounded individuals who are involved at the school and in their community. In order to recognize this engagement, we award the Crestwood Preparatory College Diploma to students who demonstrate their involvement as outlined below.

Crestwood Preparatory College Diploma

1. All Core English courses (ENL1W or ENG1D, ENG2D, ENG3U and ENG4U) are taken **each year** enrolled at Crestwood
2. An Additional **optional credit** in Mathematics, Science or Computer Technology
3. An additional Credit in the Arts (Visual, Dramatic or Music) or Physical & Health Education **beyond Grade 9**
4. An additional **optional** Social Science, Humanities or Business Credit
5. Participant in a minimum of one extra-curricular activity **each year** enrolled at Crestwood
6. Minimum of 20 Community Service Hours **per year** enrolled at Crestwood

NOTE: For Students Entering Crestwood after Grade 9 adjustments to the requirements will be made. See Administration for more details.

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 18 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 are described elsewhere in this guide. They are the same as the ones that apply to the Ontario Secondary School Diploma.

THE CERTIFICATE OF ACCOMPLISHMENT

Students who are leaving secondary school upon reaching the age of 18 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.

GRANTING OF 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 or 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.

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.

COURSE ADDITION

Students may add courses to their timetable with permission of the guidance department, Administration and Parents prior to September 30th.

COURSE WITHDRAWALS

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 January report will be recorded on a student's transcript. 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.

REPETITION OF A COURSE

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

THE ONTARIO STUDENT TRANSCRIPT AND POLICY REGARDING DISCLOSURE OF CREDITS

The Ontario Student Transcript (OST) provides a comprehensive record of a student’s overall achievement in secondary school.

The credits that a secondary school student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST. This record will include all the credits gained by the student using any of the means described in section 6.8: Alternative Ways of Earning Credits Towards the Ontario Secondary School Diploma. The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- the student’s achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses
- a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained (students repeating a course) for which they have already earned a credit will earn only one credit for the completion of that course
- identification of any course that has been substituted for one that is a diploma requirement
- confirmation that the student has completed the community involvement requirement
- the student’s final result on the provincial secondary school literacy test
- an indication of any extraordinary circumstances affecting the student’s achievement in a Grade 11 or 12 course

In addition to recording the number of credits earned, schools may indicate on a student’s transcript that the student has taken a specialized program or a program in a specialized school. Students taking, for example, a program in one of the arts or in technological education or in a language, may thus be given recognition on their OST for their participation in such a program.

EXTRAORDINARY CIRCUMSTANCES

A student’s parents, or students who are adults (18 years of age or older), may request that the principal identify by means of a special indicator those Grade 11 or 12 marks that, due to extraordinary circumstances prevailing at the time they were awarded, are not considered to be a true reflection of the student’s ability and/or performance. If a parent or an adult student requests that a special indicator be added, the principal will determine whether or not it should be added. The principal may also initiate consideration of whether a special indicator should be added. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.

COMMUNITY INVOLVEMENT ACTIVITIES

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time between the summer before they enter grade 9 and prior to graduation of the secondary school program.

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

Students are first informed about diploma requirements, including the community involvement requirements, in Grades 7 and 8.

Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. They may use their annual education plan to identify possible activities they might undertake.

Community involvement 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 (cooperative education and work experience, for example), 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 in students' designated lunch hours, after school, on weekends, or during school holidays. Students will maintain and provide a record of their community involvement 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 principal by the student. 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 signatures of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved. The principal will decide whether the student has met the requirements of the Ministry for these activities.



Ineligible Activities

The Ministry of Education has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities.

An ineligible activity is an activity that:

- Is a requirement of a class or course in which the student is enrolled (e.g. Cooperative Education, job shadowing, work experience)?
- Takes place during school hours, except during the student's lunch break or spare periods.
- Takes place in a logging or mining environment, if the student is under 16.
- Takes place in a factory, if the student is under 15.
- Takes place in a workplace other than a factory, if the student is under 14 and is not accompanied by an adult.
- Would normally be performed for wages by a person in the workplace.
- Involves the operation of a vehicle, power tools, or scaffolding (eg. snow blower, power mower, hedge trimmers, etc.)
- Involves the administration of any type or form of medication or medical procedure to other persons.
- Involves the handling of substances classed as "designated substances" under the Occupational Health and Safety Act (eg. asbestos, lead, dangerous chemicals, toxic materials, etc).
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government.
- Involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables.
- Consists of duties normally performed in the home or personal recreational activities.
- Involves activities for a court-ordered program (e.g. community-service program for young offenders, probationary program).

Additional Ineligible Activities:

Crestwood Preparatory College has determined that the following are also ineligible activities, in addition to those that the Ministry of Education has listed:

- Any activity that provides direct financial benefit or gain to the students or to the student's immediate family. (For example – free or reduced summer camp fees, training for future employment, etc)
- Any association with an organization or an organizational activity that does not comply with the ethical standards, policies, procedures and regulations of Crestwood Preparatory College
- Simple membership in a school or community club.
- Part of a Community Service Day or Activity during regularly-scheduled class time e.g. Terry Fox Walk).

Eligible Activities

The following guiding principles, read in conjunction with the list of the ineligible activities, are intended to assist the student and parents/guardians to determine whether a planned activity is within an approved area for the completion of the community involvement requirement:

- An event or activity designed to be of benefit to the community;
- An event or activity to support a not-for-profit agency, institution or foundation that conforms to the ethical standards of Crestwood Preparatory College and the Ministry of Education;

- Any structured program that promotes tutoring, mentoring, visiting or coaching, or whose purpose is to assist others who require the benefit of that assistance;
- Participation in an event or activity that supports ethical work of a global nature;
- Participation in an event or activity that promotes positive environmental awareness;
- Participation in an event or activity that contributes to the health and well-being of any ethical group that conforms to the community standards of morality and conduct, including school-based activities;
- Participation in an event or activity affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive and ethical contribution in the community.



Where an event or activity does not clearly fall within the guidelines, the administration of the school has the discretion to approve or reject any activity or event that does not conform to the guiding principles and ethical standards for approved areas of involvement for students.

Specific Areas of involvement may include:

- Fundraising – includes canvassing, walk-a-thons, celebrity games, gift wrapping, gala events and sales for charitable purposes;
- Sports/Recreation – includes coaching, helping to organize winter carnivals, parades and summer fairs;
- Community Events – includes helping to organize special meets and games, and volunteering as a leisure buddy or pool assistant;
- Community Projects – includes participating in organized food drives, or support services for community groups;
- Environmental Projects – includes participating in community clean-ups, flower/tree planting, recycling and general beautification projects and activities;
- Volunteer Work with Seniors – includes assisting at seniors' residences (e.g. serving snacks, helping with activities or portering, or participating in visiting and reading programs);
- Committee Work – includes participation on advisory boards, neighbourhood associations and regional associations;
- Religious Activities – includes participation as a volunteer in programs for children, child minding, Sunday School assistance, special events and clerical tasks;
- Youth Programs – includes volunteer assistance with the operation of youth programs such as 4H, Scouts, Guides, drop-in centres, and breakfast programs.
- Office/Clerical Work – includes volunteer activity in reception, computer work and mailings for individuals or groups providing charitable or general community benefit;
- Work with Animals – includes volunteer involvement with animal care or volunteer assistance at a local zoo or petting farm;
- Arts and Culture – includes volunteer assistance at a gallery or in a community library program;
- Activities for Individuals – includes any volunteer activity that assists someone who requires assistance for shopping, tutoring, light snow removal (no use of snow blower), housekeeping, writing letters or transcribing, or involves; hospital visitation, voluntary involvement with chronic care, or service as a volunteer reading buddy;
- School Community Service – may include service within the school community that provides benefit to others that takes place outside the regular school day. The school Principal in advance of the commencement of the activity must approve these school-based activities in advance.

THE ONTARIO SECONDARY SCHOOL LITERACY TEST AND THE OSSLC

All students will take the literacy test when they are in Grade 10 or if they are new to the province in grades 11 or 12. The test is based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9.

Students will receive the same accommodations that they receive in their Student Support Plan (IEP) as outlined in their psychological educational assessment provided that they are consistent with those outlined in the Guide for Accommodations, Special Provisions, Deferrals and Exemptions for Ontario Secondary School Literacy Test (OSSLT).

This test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those 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 these students need remediation. Assistance will be provided to students so that they are better prepared to retake the literacy test.

Students who have had two opportunities to take the OSSLT and have failed at least once or are deemed to be a mature student (at least 18 years of age as December 31st, were not enrolled in a regular day school for one year prior and are working towards their OSSD) are eligible to enrol in OSSLC. The credit earned for successfully completing the OSSLC will be used to fulfill the OSSLT graduation requirement.

EQUIVALENCY RECOGNITION FOR CREDITS EARNED OUTSIDE ONTARIO

Students who are eligible for equivalency credits are those who transfer to Crestwood from a high school outside Ontario. Equivalency credits are granted for placement only. The Head of School will determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned, as well as other diploma requirements that the student must satisfy in order to qualify for the Ontario Secondary School Diploma.

PRIOR LEARNING ASSESSMENT AND RECOGNITION

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

- The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 courses developed from a provincial curriculum policy document published in 1999 or later.
- The "equivalency" process is the process of assessing credentials from other jurisdictions.

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

SUBSTITUTIONS FOR COMPULSORY COURSES

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. To meet individual students' needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma.

Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript.

MUSIC PROGRAMS 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 department for additional inquiries regarding these credits.

UNIVERSITY REQUIREMENTS

Ontario universities require that applicants from Ontario present the OSSD, including at least six Grade 12 courses. The average for Ontario university admission is based on the best six Grade 12 courses, one of which must be English (ENG4U). Universities outside of Ontario may have other criteria. Specific programmes will have prerequisites that need to be included in the average (e.g. Engineering: Physics, Chemistry, Calculus and Advanced Functions must be included).



Our Guidance Department counsels' students throughout their university application process and oversees each application. Students are provided important information, such as the admission cut-off averages (which vary from year to year) for various faculties and universities, so that they can make wise choices regarding university and programme selection.

Students who satisfy the requirements for entry to Ontario universities are in a position to make applications to universities in other provinces, the United States and abroad. International universities require the OSSD to be completed. Most universities in the United States require standardized test scores (e.g. SAT/ ACT) to make admissions decisions.

CONTINUING EDUCATION POLICIES

(Night School, Summer School Credit Courses)

Night School usually refers to courses that are studied in the same calendar months as Day School, but are offered during the evening or on the weekend.

A Remedial Summer School course is attended by a student who has failed a subject in the previous school year with a Final Mark >34%.

A Full Credit Summer School course is attended by a student who has earned the prerequisite course and wishes to receive an additional credit.

Grade 9 or 10 students will not have their programme altered to attend Full Credit Night/ Summer School. The student's overall academic achievement should meet the approval of the Administration. Guidance or the Administration should sign the application form in order to ensure that follow-up can take place.

For students entering Grade 11 or 12 it is recommended that they use Night School for those courses is not offered at Crestwood or if the course cannot be accommodated on the student's timetable. The student must still carry the required minimum course load* as outlined below. The student's overall academic achievement should meet the approval of the Administration. Guidance or the Administration should sign the application form in order to ensure that follow-up can take place.

* In the event that such a student cannot select sufficient courses at Crestwood to meet the Minimum Program Policy as outlined, the Administration will require that the student be timetabled into a Supervised Study Hall period.

A student entering Grade 10, 11 or 12 may attend a Full Credit Summer School course conditional upon having earned the prerequisite credit. The student's overall academic achievement should meet the approval of the Administration. Guidance or the Administration should sign the application form in order to ensure that follow-up can take place. The student/parent is responsible for meeting the application deadline.

A student entering Grade 10, 11 or 12, who has failed a course in the previous school year with final marks of 35-49%, should attend a Remedial Summer School class. The student's overall academic achievement should meet the approval of the Administration. Guidance or the Administration should sign the application form in order to ensure that follow-up can take place. The student/parent is responsible for meeting the application deadline.

Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements 2011 is the source material for the proceeding Crestwood Preparatory College handbook material.



ADVANCED PLACEMENT (AP)

Crestwood Preparatory College offers Advanced Placement (AP) opportunities administered by the College Board. This makes it possible for interested students to complete post-secondary level studies while still in high school. Crestwood offers AP courses (in conjunction with, and as an enhancement of, Ontario courses) in Computer Studies, Biology, Physics, Chemistry, English, Economics, American History, World History, French and Spanish. All advanced Placement work is done outside the Ontario Curriculum and is not included in the Ontario Curriculum grades. Students write the AP examinations in May and based on these results they may earn a University Level credit.

Additional information regarding AP is available from the Guidance Department.

ONLINE LEARNING GRADUATION REQUIREMENT

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Definition of “online learning” for this graduation requirement

- Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.
- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:
 - examinations and other final evaluations
 - occasional meetings with educators and other school staff, and
 - access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)
- In online learning courses delivered by schools in the publicly funded education system, coursework is teacher-led.
- Students from the same online class may follow different timetables and be from different schools or school boards.
- Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student's Individual Education Plan.

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning.

There is one exception: **Up to one** secondary school credit that was completed by students who were in Grade 9 during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement, in recognition of the extraordinary circumstances of the COVID-19 pandemic.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

Check with your local school if you have questions regarding the registration process.

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the school. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change. Please contact the school for further information on this process.

Crestwood Preparatory College has opted out of this graduation requirement as we support our support students in developing familiarity and comfort with working and learning in an online environment, as well as develop digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives in our current in-person curriculum. We support the choice on an individual to take an online course based on their own learning style.

MINIMUM PROGRAM REQUIREMENTS

Minimum Program Policy at Crestwood Preparatory College:

- students in Grade 9 and in Grade 10 is 8 courses
- students in a Grade 11 class is 7 courses.
- students in their graduating year is 6 courses, provided that neither graduation nor post-secondary admission requirements are jeopardized. This is conditional upon the student having earned 1- 2 Grade 12 credits in the previous year.



A minimum of 1 English credit must be studied while at Crestwood in each year, regardless as to whether the Diploma requirements for English have been met.

COURSE SELECTION FOR GRADUATION

GRADE 9 Compulsory courses:

Canadian Geography 9 or Canadian History 10
Communications Technology 10
English
French
Mathematics
Physical and Health Education
Science
Arts Elective (Visual Arts or Instrumental Music)



GRADE 10 Compulsory courses:

English
Canadian History 10 or Additional Elective
Mathematics
Science
Civics and Career Studies
Plus 3 Additional Elective Courses

GRADE 11 Compulsory courses:

English
Mathematics
Plus 5 or 6 Additional Elective Courses

GRADE 12 Compulsory courses:

English
Plus at least 5 more Elective Courses chosen to ensure Post Secondary pre-requisites are met. Students need to ensure total of 30 credits.



COURSE OFFERINGS

GRADE 9 PROGRAMME COURSES

| | |
|---------------------------------|-------|
| Dramatic Arts | ADA1O |
| Music | AMU1O |
| Visual Arts | AVI1O |
| Issues in Canadian Geography | CGC1D |
| English | ENL1W |
| Core French | FSF1D |
| Learning Strategies | GLS1O |
| Mathematics | MTH1W |
| Healthy Active Living Education | PPL1O |
| Science | SNC1W |
| Communications Technology | TGJ2O |

GRADE 11 PROGRAMME COURSES

| | |
|---|-------|
| Drama | ADA3M |
| Music | AMU3M |
| Visual Arts | AVI3M |
| Financial Accounting Fundamentals | BAF3M |
| Marketing: Goods, Services, Events | BMI3C |
| American History | CHA3U |
| World History to the End of the Fifteenth Century | CHW3M |
| The Individual and the Economy | CIE3M |
| English | ENG3U |
| Canadian Literature | ETC3M |
| Core French | FSF3U |
| World Religions: Beliefs, Issues & Religious Traditions | HRT3M |
| Introduction to Anthropology, Psychology and Sociology | HSP3U |
| Introduction to Computer Science | ICS3U |
| Spanish | LWSCU |
| Functions and Applications | MCF3M |
| Functions | MCR3U |
| Healthy Active Living Education | PPL3O |
| Biology | SBI3U |
| Chemistry | SCH3U |
| Physics | SPH3U |
| Environmental Science | SVN3M |
| Computer Engineering Technology 11 | TEJ3M |
| Communications Technology 11 | TGJ3M |

GRADE 10 PROGRAMME COURSES

| | |
|----------------------------------|-------|
| Drama | ADA2O |
| Music | AMU2O |
| Visual Arts | AVI2O |
| Introduction to Business | BBI2O |
| Canadian History since WWI | CHC2D |
| Civics and Citizenship | CHV2O |
| English | ENG2D |
| Core French | FSF2D |
| Career Studies | GLC2O |
| Food and Nutrition | HFN2O |
| Introduction to Computer Science | ICS2O |
| Spanish | LWSBD |
| Principles of Mathematics 10 | MPM2D |
| Healthy Active Living Education | PPL2O |
| Science | SNC2D |

GRADE 12 PROGRAMME COURSES

| | |
|---|-------|
| Drama | ADA4M |
| Music | AMU4M |
| Visual Arts | AVI4M |
| Financial Accounting Principles | BAT4M |
| International Business Fundamentals | BBB4M |
| Business Leadership | BOH4M |
| Canadian and World Issues | CGW4U |
| World History since the Fifteenth Century | CHY4U |
| Analysing Current Economic Issues | CIA4U |
| Canadian and International Law | CLN4U |
| Canadian and World Politics | CPW4U |
| English | ENG4U |
| Studies in Literature | ETS4U |
| The Writer's Craft | EWC4U |
| Core French | FSF4U |
| Nutrition and Health | HFA4U |
| Challenge and Change in Society | HSB4U |
| Equity & Social Justice | HSE4M |
| Philosophy: Questions and Theories | HZT4U |
| Computer Science | ICS4U |
| Spanish | LWSDU |
| Calculus and Vectors | MCV4U |
| Mathematics of Data Management | MDM4U |
| Advanced Functions | MHF4U |
| Physical Fitness and Activities | PAF4O |
| Exercise Science | PSE4U |
| Biology | SBI4U |
| Earth & Space Science | SES4U |
| Chemistry | SCH4U |
| Physics | SPH4U |
| Communications Technology 12 | TGJ4M |

COURSE BY AREA OF STUDY

| | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|--------------------|-------------------------|---|---|
| VISUAL ARTS | AVI1O | AVI2O | AVI3M | AVI4M |
| DRAMA | ADA1O | ADA2O | ADA3M | ADA4M |
| MUSIC | AMU1O | AMU2O | AMU3M | AMU4M |
| BUSINESS | BTT1O | BBI2O | BAF3M BMI3C | BAT4M BBB4M BOH4M |
| ENGLISH | ENL1W | ENG2D | ENG3U ETC3M | ENG4U ETS4U EWC4U |
| CORE FRENCH | FSF1D | FSF2D | FSF3U | FSF4U |
| GUIDANCE | GLS1O | GLC2O | | |
| MATHEMATICS | MTH1W | MPM2D | MCF3M MCR3U | MCV4U MDM4U MHF4U |
| HEALTHY ACTIVE LIVING | PPL1O | PPL2O | PPL3O | PAF4O PSK4U |
| SCIENCES | SNC1W | SNC2D | SBI3U SCH3U SPH3U SVN3M | SBI4U SCH4U SES4U SPH4U |
| SOCIAL SCIENCES AND HUMANITIES | CGC1D | CHC2D CHV2O HFN2O | CHA3U CHW3M CIE3M HRT3M HSP3U | CGW4U CIA4U CLN4U CHY4U CPW4U HFA4U HSB4U HSE4M HZT4U |
| SPANISH | | LWSBD | LWSCU | LWSDU |
| TECHNOLOGICAL EDUCATION AND COMPUTER STUDIES | TGJ1O | ICS2O TGJ2O | ICS3U TEJ3M TGJ3M | ICS4U TGJ4M |

Course Descriptions

THE ARTS

The Arts Department, comprised of Drama, Music and Visual Arts, is dedicated to exposing students to a variety of genres within each discipline and skills that extend far beyond the classroom.

Drama takes a collaborative, fun approach to challenging perspectives through games, scene work and written reflection. Major and minor performances and assignments push creative boundaries and allow students to find their voice.

The Music program makes use of all the instruments of the standard Concert Band and students participate in a minimum of two concerts a year. A variety of musical styles allow students to receive exposure to a diverse repertoire of pieces in the Classical, Broadway, Jazz and Pop genres.

Visual Arts emphasizes learning through practice; focusing on the development of art skills and exploration of creativity through traditional and unconventional media with the goal of fostering creative thinking, independence and confidence.

Dramatic Arts 9 (ADA10) – Elective

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

Music 9 (AMU10) – Elective

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

Visual Arts 9 (AVI10) – Elective

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

Drama 10 (ADA20) – Elective

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

Music 10 (AMU20) - Elective

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

Visual Arts 10 (AVI20) – Elective

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

Drama 11 (ADA3M) – Elective

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 (ADA1O) or Grade 10 (ADA2O)

Music 11 (AMU3M) - Elective

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 (AMU1O or AMU2O)

Visual Arts 11 (AVI3M) - Elective

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

Prerequisite: Visual Arts, Grade 9 or 10 (AVI1O or AVI2O)

Drama 12 (ADA4M) – Elective

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 (ADA3M)

Music 12 (AMU4M) – Elective

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 (AMU3M)

Visual Arts 12 (AVI4M) – Elective

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

Prerequisite: Visual Arts, Grade 11, University/College (AVI3M)

BUSINESS STUDIES

The Business Department at Crestwood Preparatory College prepares its students for today's global business environment by providing instruction in a broad range of courses exploring topics such as accounting and finance, essential leadership and management principles and theories, international business fundamentals, and general business knowledge. The main focus of this department is to develop important analytical and critical thinking skills that are valuable in business and other related professions.

Introduction to Business 10 (BBI20) – Elective

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

Financial Accounting Fundamentals 11 (BAF3M) – Elective

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.

Prerequisite: None

Marketing: Goods, Services, Events, Grade 11 (BMI3C) – Elective

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

Prerequisite: None

Financial Accounting Principles 12 (BAT4M) – Elective

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 introduces accounting for partnerships and corporations.

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

International Business Fundamentals 12 (BBB4M) – Elective

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

Prerequisite: None

Business Leadership: Management Fundamentals 12 (BOH4M) – Elective

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

Prerequisite: None

CANADIAN & WORLD STUDIES, SOCIAL STUDIES & THE HUMANITIES

The Crestwood Social Studies Department aims to introduce students to the wider world in which they live. Whether it is geography, anthropology, law, economics, or philosophy, we offer a great diversity of courses, where all students will be able to find a subject that interests them. Crestwood prepares students to enter world, and their community; we make it our mission to have our students ready to make this transition, so all of our subjects emphasize current events, where students are encouraged to think critically about their place in the world. We also bring the community into the classroom through our acclaimed Oral History Project, where students have the opportunity to conduct firsthand interviews with World War Two Veterans and Holocaust Survivors, and other prominent members of the community. Many other community outreach programs and field trips enable students to get out into the world, from Washington D.C. to Ecuador and beyond.

Geography of Canada 9 (CGC1D) – Compulsory

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

Civics 10 (CHV20) – Compulsory

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

Canadian History Since World War I, 10 (CHC2D) – Compulsory

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.

Food and Nutrition, 10 (HFN20) – Compulsory

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

American History 11 (CHA3U) - Elective

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

Prerequisite: Canadian History since World War I, Grade 10, Academic

World History to the Sixteenth Century 11 (CHW3M) – Elective

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to

apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Prerequisite: Canadian History Since World War I, Grade 10, Academic

The Individual and the Economy 11 (CIE3M) – Elective

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

Prerequisite: Canadian History since World War I, Grade 10, Academic

World Religions: Beliefs, Issues and Religious Traditions 11 (HRT3M) – Elective

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

Prerequisite: None

Introduction to Anthropology, Psychology and Sociology 11 (HSP3U) – Elective

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

Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

Analyzing Current Economic Issues 12 (CIA4U) – Elective

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

Prerequisite: Any Grade 11/12 University or University/College course in Canadian and World Studies, English, or Social Sciences and Humanities

Canadian & World Issues: A Geographic Analysis 12 (CGW4U) – Elective

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

Prerequisite: Any Grade 11/12 University or University/College course in Canadian and World Studies, English, or Social Sciences and Humanities

World History: The West and the World 12 (CHY4U) – Elective

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 Grade 11/12 University or University/College course in Canadian and World Studies, English, or Social Sciences and Humanities

Canadian and International Law 12 (CLN4U) – Elective

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 Grade 11/12 University or University/College course in Canadian and World Studies, English, or Social Sciences and Humanities

Canadian and World Politics 12 (CPW4U) – Elective

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 Grade 11/12 University or University/College course in Canadian and World Studies, English, or Social Sciences and Humanities

Nutrition and Health 12 (HFA4U) – Elective

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

Challenge and Change in Society 12 (HSB4U) – Elective

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

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

Equity and Social Justice: From Theory to Practice (HSE4M) – Elective

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

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

Philosophy: Questions and Theories 12 (HJT4U) – Elective

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

Prerequisite: Any Grade 11/12 University or University/College course in Social Sciences and Humanities, English, or Canadian and World Studies.

COMPUTER & TECHNOLOGY STUDIES

We live in a world driven by ever changing technology. The Computer Science and Technology department provides our students with the tools needed to become creative, critical thinkers and problem solvers by using technology. From taking a picture to filming a documentary or coding a mobile app, students at Crestwood will have the necessary skills to thrive in the future.

Our Department offers two subjects - Computer Science (ICS) and Communication Technology (TGJ).

Computer Science is offered as an elective subject to Grades 10, 11 and 12 and students will gain all the necessary skills to achieve success in software development, algorithms and data structures as well as program correctness and efficiency.

Communication Technology is offered as a compulsory subject beginning in Grades 7, 8 and continuing in Grade 9. In TGJ student will learn the basics of website and graphic design, filming and animation, photography, audio and video game development.

Introduction to Computer Studies 10 (ICS20) – Elective

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

Prerequisite: None

Introduction Computer Science 11 (ICS3U) – Elective

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

Prerequisite: ICS20 Recommended

Computer Science 12 (ICS4U) – Elective

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

Prerequisite: Computer and Information Science, Grade 11, University/College (ICS3U)

Exploring Communications Technology (TGJ10)

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field

Communications Technology (TGJ20) - Elective

This course requires students to complete a range of communications technology projects. These may include creating printed stationery, short videos, computer-generated animations, and graphical information displays. Students will learn to transfer information using electronic, live, and graphic communications methods. The knowledge and skills they will develop will provide a basis for careers in areas such as publishing, advertising, print production, animation, photography, and journalism

Prerequisite: None

Computer Engineering Technology 11 (TEJ3M) - Elective

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

Prerequisite: None

Communications Technology 11(TGJ3M) -Elective

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

Prerequisite: None

Communications Technology 12(TGJ4M) -Elective

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

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

ENGLISH

The English Department at Crestwood puts a special emphasis on writing in all its varieties. All core classes are organized around different critical, creative and analytical forms of writing, and provide support for the development of vocabulary and grammatical skills. Literature and multimedia texts are used as tools to model excellence in writing. Elective courses provide opportunities for students to pursue interests in specific areas, such as Canadian Literature, Writer's Craft and English Literature.

English, Grade 9, De-streamed(ENL1W) – Compulsory

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

Prerequisite: None

English, Grade 10, Academic (ENG2D) – Compulsory

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 10 university or college preparation course.

Prerequisite: English, Grade 9, Academic or De-streamed

English, Grade 11, University Preparation (ENG3U) – Compulsory

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

Prerequisite: English, Grade 10, Academic

English: Canadian Literature Grade 11, (ETC3M) – Elective

This course emphasizes the study and analysis of Canadian writers for students with a special interest in Canadian Literature. Throughout the course, students study the themes, forms, and stylistic elements within a variety of texts representative of the various historical periods and the diverse cultures and regions of Canada. Students respond to the texts personally, critically, and creatively.

Prerequisite: English, Grade 10, Academic

English, Grade 12, University Preparation (ENG4U) – Compulsory

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

Prerequisite: English, Grade 11, University Preparation

English: Studies in Literature 12 (ETS4U) – Elective

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyze a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

Prerequisite: English, Grade 11 University (ENG3U)

English: The Writer’s Craft 12 (EWC4U) – Elective

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

Prerequisite: English, Grade 11 University (ENG3U)

Ontario Secondary School Literacy Course, Grade 12 (OSSLC)

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

Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. Also, students that have moved from outside the province in grade 12 may take this course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

ENGLISH AS A SECOND LANGUAGE

The ESL curriculum is based on the belief that broad proficiency in English is essential to students' success in both their social and academic lives, and to their ability to take their place in society as responsible and productive citizens. The curriculum is designed to provide English language learners with the knowledge and skills they need to achieve these goals. Its aim is to help students become successful English language learners who can: use English to communicate effectively in a variety of social settings; use English to achieve academically in all subject areas; take charge of their own learning, independently and in groups; select and use effective learning strategies; integrate confidently into mainstream courses; use English effectively to advocate for themselves in all areas of their lives; make a successful transition to their chosen postsecondary destination; function effectively in a society increasingly committed to the use of information technology; use critical-literacy and critical-thinking skills to interpret the world around them; participate fully in the social, economic, political, and cultural life of their communities and of Canada.

English as a Second Language ESL Level 1 (ESLAO)

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

English as a Second Language ESL Level 2 (ESLBO)

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

English as a Second Language ESL Level 3 (ESLCO)

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

English as a Second Language ESL Level 4 (ESLDO)

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

English as a Second Language ESL Level 5 (ESLEO)

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

LANGUAGES

In the courses offered by the Language Department, students communicate and interact effectively in a variety of social settings with growing confidence in French and in Spanish while developing skills and perspective they need to participate fully as citizens in Canada and in the world. Students will develop the ability to speak, listen, read, and write with precision and confidence. They use effective language strategies, learn adaptive, management and coping skills, understand the value of learning another language, build relationship and use critical and creative thinking processes. Since language and culture are closely related, students will also learn to understand and appreciate other cultures.

Core French 9 (FSF1D) – Compulsory

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

Core French 10 (FSF2D) – Elective

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 (FSF1D)

Core French 11 (FSF3U) - Elective

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 (FSF2D)

Core French 12 (FSF4U) Elective

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

Prerequisite: Core French, Grade 11 University (FSF3U)

Introduction to Spanish (LWSBD) – Elective

This course allows students with little or no prior experience with the Spanish Language to develop an appreciation for Spanish culture and values through language. Students develop the three strands: Oral Communication, Reading, and Writing. Students build and apply their knowledge of Spanish while exploring a variety of themes, such as relationships, trends, careers, and a global overview of the Spanish-speaking people and world.

Prerequisite: None

Spanish Level 2 (LWSCU) – Elective

Language is our principal means of communication. As societies around the world become more closely linked through advances in technology, the ability to communicate in more than one language becomes increasingly important. The study of languages helps students to express themselves with confidence and develops their ability to solve problems and to think creatively. These skills enable

students to analyse and use information from around the world and to communicate effectively in the international language for both business and personal purposes.

The international language program develops students' oral communication and listening skills, and enhances their general learning skills. In addition, the interdisciplinary nature of language allows students to explore such related areas of study as history, geography, music, art, literature, business, and world issues.

Prerequisite: Introduction to Spanish, Level 1 Academic (LWSBD)

Spanish Level 3 (LWSDU) – Elective

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of study as history, geography, music, art, literature, business, and world issues.

Prerequisite: Spanish, Level 2, University Level (LWSCU)

GUIDANCE AND CAREER EDUCATION

The Guidance and Career Education program provides students with the tools they need for success in school, in the workplace, and in their daily lives. In particular, the curriculum focuses on skill development that will help students better manage their time, resources, and dealings with other people to improve their opportunities for success both in school and in their future lives. Courses in guidance and career education actively involve students in research, inquiry, problem-solving, and decision-making processes related to planning for postsecondary education, training, or work.

Career Studies 10 (GLC20) – Compulsory

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.

Learning Strategies 1 (GLS10): Skills for Success in Secondary School - Open

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

HEALTH & PHYSICAL EDUCATION

The Health and Physical Education program at Crestwood Preparatory College is designed to help students learn to develop active lives and to make smart informed decisions in regards to all aspects of their health. Through participation in a wide range of physical activities (sports and games) our students will develop movement skills and improve their physical fitness which will provide a foundation for active living in their future. Health units will also allow students to learn factors and skills that contribute to healthy development and learn how their own choices and behaviours affect their own and others' health and well-being.

Healthy Active Living 9 (PPL10) – Compulsory

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

Healthy Active Living 10 (PPL20) – Elective

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.

Healthy Active Living 11 (PPL30) – Elective

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.

Personal and Fitness Activities 12 (PAF40) – Elective

This focus course emphasizes committed and enthusiastic participation in a variety of highly challenging physical activities that promote lifelong healthy active living and personal physical fitness. Students learn movement skills, fitness training methods and principles, varied methods of improving and maintaining personal fitness and physical competence, safety and injury prevention. Students will set challenging personal fitness goals, develop communication and social skills and focus on achievement based personal fitness outcomes.

Exercise Science 12 (PSK4U) – Elective

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

Prerequisite: Any Grade 11U or U/M course in Science, or 11/12 Open courses in Health & P.E.

MATHEMATICS

In the Department of Mathematics at Crestwood, we realize that mathematics is not merely a set of algorithms, but one way of exploring and explaining the world. In our classes, students learn to be rigorous arguers and critical thinkers who do not just memorize formulas but who work towards a deep fluency with the material being taught. Students will be prepared with the problem-solving skills required for a variety of career paths, including the sciences, engineering, and business.

Mathematics 9 (MTH1W) – Compulsory

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

Principles of Mathematics 10, Academic (MPM2D) – Compulsory

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: Mathematics, Grade 9 De-streamed (MTH1W)

Functions and Applications 11 (MCF3M) – Elected Compulsory

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 modeling 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 Applied (MPM2D/MFM2P)

Functions 11 (MCR3U) – Compulsory

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

Prerequisite: Mathematics, Grade 10, Academic (MPM2D)

Advanced Functions 12 – MHF4U

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

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

Calculus and Vectors 12 – MCV4U

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students

who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Note: MHF4U MUST be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Mathematics of Data Management 12 – MDM4U

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

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

SCIENCE

In all of our science courses from grade 7 to grade 12 we aim to nurture and develop the innate curiosity of all students towards the natural world around them. Students will be challenged to critically question and test the ideas and concepts presented to them through a wide range of labs, research activities, and collaborative projects requiring perseverance, experimentation, research, and logic; all which are critical components of the proper scientific method.

Science 9 (SNC1W) - Compulsory

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

Science 10 (SNC2D) - Compulsory

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, De-streamed (SNC1W)

Biology 11 (SBI3U) – Elective

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

Prerequisite: Science, Grade 10, Academic

Chemistry 11 (SCH3U) – Elective

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

Prerequisite: Science, Grade 10, Academic

Physics 11 (SPH3U) – Elective

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 analyze the

interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

Environmental Science 11 (SVN3M) – Elective

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

Prerequisite: Grade 10 Science, Applied or Academic

Biology 12 (SBI4U) – Elective

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

Prerequisite: Biology, Grade 11, University Preparation

Chemistry 12 (SCH3U) – Elective

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

Prerequisite: Chemistry, Grade 11, University Preparation

Earth and Space Science, Grade 12 (SES4U)

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence. Prerequisite: Science, Grade 10, Academic

Physics 12 (SPH4U) – Elective

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

Prerequisite: Physics, Grade 11, University Preparation