



**BRONTE**  

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**C O L L E G E**

**Course Calendar &  
Student Handbook  
2011-2012**

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## VISION STATEMENT

### LEADERSHIP

Bronte College will be a leader in providing excellence in education opportunities for students.

### GLOBALISM

Bronte College will be proactive in providing diverse opportunities for students in order to compete and succeed in a global economy.

### VALUES

Bronte College will instill the universal values of integrity, respect and tolerance.

### EXCELLENCE

Bronte College will have staff and students capable of demonstrating excellence in their work.

## MISSION STATEMENT

Bronte College emphasizes the development of students to their potential, in terms of intellectual, ethical, physical, and cultural qualities. Students who graduate from Bronte College will succeed in multicultural, multidimensional competition at universities and colleges around the world.

## STUDENT SERVICES

The Guidance Office is located in the Main Office and assists all students with academic planning, university information and personal services. The goal of the Guidance Office is to ensure that all students have access to the information they need in order to make informed decisions and to prepare for further education. Guidance counsellors are available to students to talk about school, career and life choices.

### ACADEMIC PLANNING

The Guidance Office assists all students with course selection, graduation requirements, and career education. Career exploration activities are also offered in all courses through the curriculum and specifically through the Grade 10 Careers course.

### UNIVERSITY INFORMATION

Every year, the Guidance Office holds an information session at the end of October to walk graduating students through the process of applying to Ontario universities. At that time, the guidance counsellors provide all the necessary documents to apply. Should students require counseling regarding their choices for university programs, admission requirements and program of study information prior to this date, they are invited to come speak to one of the guidance counsellors in the Guidance Office.

### PERSONAL SERVICES

Guidance counsellors are available (by appointment) to speak to students about any social, emotional or physical issues that may arise.

#### HELPFUL WEBSITES FOR STUDENTS:

<a href="http://osc.ca">osc.ca</a>	click on <Students>
<a href="http://ontariocollege.ca">ontariocollege.ca</a>	Ontario college info/application
<a href="http://ouac.on.ca">ouac.on.ca</a>	Ontario university info/application
<a href="http://ilc.org">ilc.org</a>	<i>free</i> online tutors, correspondence courses
<a href="http://workinphonet.ca">workinphonet.ca</a>	career info, interest tests: click on <Resources>
<a href="http://apprenticesearch.com">apprenticesearch.com</a>	apprenticeship info
<a href="http://studentawards.com">studentawards.com</a>	scholarships
<a href="http://osap.gov.on.ca">osap.gov.on.ca</a>	student loans
<a href="http://eqao.com">eqao.com</a>	Grade 10 Literacy Test questions
<a href="http://edu.gov.on.ca">edu.gov.on.ca</a>	Ontario Ministry of Education Website
<a href="http://scholarshipscanada.com">scholarshipscanada.com</a>	scholarships

## ACADEMIC CALENDAR 2011 – 2012

2011 FIRST SEMESTER	AUGUST 30 – JANUARY 31
<i>Professional Development Day / Staff Meeting</i>	<i>September 1 and 2</i>
Orientation and English/Math Proficiency Testing for New Students	September 1
Registration for New Students / Timetable Pick-up	September 2
<i>Labour Day Holiday</i>	<i>September 5</i>
CLASSES BEGIN	September 6
Welcome Back BBQ / Parent Information Night	September 8 (6:00 p.m. – 8:00 p.m.)
Course Change Deadline	September 16
Terry Fox Run	September 30
Bronte College University Fair 2011	October 4 – 6 (7:00 p.m. – 9:00 p.m.)
Interim Report Cards issued	October 6
<i>Professional Development Day</i>	<i>October 7</i>
<i>Thanksgiving Day Holiday</i>	<i>October 10</i>
Midterm Report Cards issued	November 4 (*Full Disclosure: November 11)
Parent-Teacher Night	November 10 (1:00 p.m. – 8:30 p.m.)
<i>Professional Development Day</i>	<i>November 11</i>
Mock Literacy Test	November 24
<i>Holiday Break</i>	<i>December 23, 2011 – January 6, 2012</i>
Classes Resume / Orientation and Registration for Express Students	January 9
Express Classes Begin	January 10
OUAC – Deadline for applications	January 11
Final Exams	January 25 – January 31
OUAC – Universities receive data & grades of all completed courses	January 26
Exam Take-up	January 31 (9:00 a.m. – 11:00 a.m.)
2012 SECOND SEMESTER	FEBRUARY 6 – JUNE 27
<i>Residence Turnaround – No Classes for Students</i>	<i>February 1,2,3</i>
<i>Professional Development Day</i>	<i>February 1,2,3</i>
Orientation & EPT/MPT for New Students	February 6 (Classes begin February 7)
Registration for New Students/Timetable Pick-up	February 6
Classes Begin	February 6
Final Report Cards issued (First Semester)	February 10 (2:00 p.m.)
Advanced Placement tutorials (weekly)	February 13 – April 29
Course Change Deadline	February 17
<i>Family Day Holiday</i>	<i>February 20</i>
Mock Literacy Test	February 23
OUAC – Universities receive First Semester Final marks	March 8
<i>Spring Travel Break</i>	<i>March 12 – March 16</i>
Classes Resume	March 19
Interim Report Cards issued	March 19
Ontario Secondary School Literacy Test	March 29
<i>Good Friday &amp; Easter Monday Holidays</i>	<i>April 6 &amp; April 9</i>
Midterm Report Cards issued	April 17 (*Full Disclosure: April 21)
Parent-Teacher Night	April 19 (1:00 p.m. – 8:30 p.m.)
Advanced Placement (AP) Exams	May 7 – May 18
OUAC – Universities receive Second Semester Midterm marks	May 8
<i>Victoria Day</i>	<i>May 21</i>
OUAC – Applicants should receive a reply from universities	May 29
Final Exams	June 19 – June 25
Exam Take-up	June 25 (9:00 a.m. – 11:00 a.m.)
<i>Professional Development Day</i>	<i>June 26, 27</i>
Graduation Ceremony	June 27 (7:00 p.m.)
<i>Professional Development Day</i>	<i>June 28</i>
Final Report Cards issued	June 29 (2:00 p.m.)
2012 SUMMER SCHOOL	JULY 3 – AUGUST 10
Registration of New Students/Timetable Pick-up	July 3
Orientation & EPT/MPT for New Students	July 3
Classes Begin	July 4
Midterm Report Cards issued	July 18 (*Full Disclosure: July 20)
OUAC – Universities receive Second Semester Final marks	July 20
<i>Civic Holiday</i>	<i>August 6</i>
Final Exams	August 7
Final Report Cards issued	August 10

\*Full Disclosure Date: Grade 11 and 12 courses dropped *after* this date will be recorded on the student's transcript.

## COURSES & PREREQUISITES LIST 2011 – 2012

1. Students must have the prerequisite (listed below) before being admitted to the course. Course descriptions can be found at [www.brontecollege.ca](http://www.brontecollege.ca) and are also available in the Course Calendar or at the Front Desk.
2. Students under 18 years of age require parental/guardian approval.
3. Course selections will be reviewed by counsellors who will make informed, appropriate choices when a parent/guardian is not available.
4. When there is insufficient demand for a course, it will not be offered and another selection will be required.
5. ESL placement level is determined by entrance/exit test scores.

Code	Course	Prerequisites	Code	Course	Prerequisites
<b>ARTS</b>			<b>ENGLISH AS A SECOND LANGUAGE</b>		
<b>DRAMATIC ARTS</b>			<b>ENGLISH AS A SECOND LANGUAGE</b>		
ADA10	9 – Dramatic Arts		ESL	English Language Program	
ADA20	10 – Dramatic Arts		ESLDO	4 – English as a Second Language	
ADA30	11 – Dramatic Arts	ADA10/ADA20	ESLEO	5 – English as a Second Language	ESLDO
<b>MUSIC</b>			<b>LANGUAGES</b>		
AMU10	9 – Music		FSF1D	9 – Core French	
AMU20	10 – Music		LKMDU	12 – Mandarin	
AMU3M	11 – Music	AMU10/AMU20	<b>GUIDANCE AND CAREER EDUCATION</b>		
AMU4M	12 – Music	AMU3M	GLS1O	9 – Learn. Stra. 1: Skills for Succ. in Sec. Sch.	
<b>VISUAL ARTS</b>			GLC2O	10 – Career Studies	
AVI10	9 – Visual Arts		<b>HEALTH &amp; PHYSICAL EDUCATION</b>		
AVI20	10 – Visual Arts		PPL1O	9 – Healthy Active Living Education	
AVI3M	11 – Visual Arts	AVI10/AVI20	PPL2O	10 – Healthy Active Living Education	
AVI4M	12 – Visual Arts	AVI3M	PPL3O	11 – Healthy Active Living Education	
<b>BUSINESS STUDIES</b>			PPL4O	12 – Healthy Active Living Education	
BBI1O	9 – Introduction to Business		PSE4U	12 – Exercise Science	S**3U or PPL3O
BTT2O	10 – Info. & Communication Tech. in Bus.		<b>MATHEMATICS</b>		
BMI3C	11 – Marketing: Goods, Services, Events		MPM1D	9 – Principles of Mathematics	
BBB4M	12 – International Business Fundamentals		MPM2D	10 – Principles of Mathematics	MPM1D
BOH4M	12 – Business Leadership: Mgmt Fundamentals		MCR3U	11 – Functions	MPM2D
<b>ACCOUNTING</b>			MCF3M	11 – Functions & Applications	MPM2D
BAF3M	11 – Financial Accounting Fundamentals		MBF3C	11 – Foundations for College Mathematics	MPM2D
BAT4M	12 – Financial Accounting Principles	BAF3M	MHF4U	12 – Advanced Functions	MCR3U/MCT4C
<b>ENTREPRENEURSHIP</b>			MCV4U	12 – Calculus & Vectors	MHF4U (pre/co)
BDI3C	11 – Entrepreneurship: The Venture		MDM4U	12 – Mathematics of Data Management	MCR3U/MCF3M
<b>CANADIAN &amp; WORLD STUDIES</b>			<b>SCIENCE</b>		
CHV2O	10 – Civics		SNC1D	9 – Science	
CIE3M	11 – The Individual & The Economy	CHC2D	SNC2D	10 – Science	SNC1D
CIA4U	12 – Analysing Current Economic Issues	*Any C.E.H.	<b>BIOLOGY</b>		
<b>GEOGRAPHY</b>			SBI3U	11 – Biology	SNC2D
CGC1D	9 – Geography of Canada		SBI4U	12 – Biology	SBI3U
CGD3M	11 – The Americas: Geo. Patterns & Issues	CGC1P/CGC1D	<b>CHEMISTRY</b>		
CGW4U	12 – Can. & World Issues: A Geo. Analysis	*Any C.E.H.	SCH3U	11 – Chemistry	SNC2D
CGU4U	12 – World Geo.: Human Patterns & Inter.	*Any C.E.H.	SCH4U	12 – Chemistry	SCH3U
<b>HISTORY</b>			<b>PHYSICS</b>		
CHC2D	10 – Canadian History Since World War I		SPH3U	11 – Physics	SNC2D
CHY4U	12 – World History: The West & the World	*Any C.E.H.	SPH4U	12 – Physics	SPH3U
<b>LAW</b>			<b>SOCIAL SCIENCES AND HUMANITIES</b>		
CLU3M	11 – Understanding Canadian Law	CHC2D	HZB3O	11 – Philosophy: The Big Questions	
CLN4U	12 – Canadian & International Law	*Any C.E.H.	HZT4U	12 – Philosophy: Questions & Theories	*Any C.E.H.
<b>COMPUTER STUDIES</b>			<b>FAMILY STUDIES</b>		
ICS3U	Introduction to Computer Science		HPC3O	11 – Parenting	
ICS4U	Computer Science	ICS3U	HNC3O	11 – Fashion & Creative Expression	
<b>COOPERATIVE EDUCATION</b>			HFA4M	12 – Food & Nutrition Sciences	*Any C.E.H.
	11 & 12 – Co-op Program		HHS4M	12 – Individuals & Families in a Diverse Soc.	*Any C.E.H.
<b>ENGLISH</b>			<b>GENERAL SOCIAL SCIENCE</b>		
ENG1D	9 – English		HSP3M	11 – Intro to Anthro., Psych., & Sociology	
ENG2D	10 – English	ENG1D	HSB4M	12 – Challenge & Change in Society	*Any C.E.H.
ENG3U	11 – English	ENG2D	<b>TECHNOLOGICAL EDUCATION</b>		
EPS3O	11 – Presentation and Speaking Skills	ENG2D	<b>HOSPITALITY AND TOURISM</b>		
ENG4U	12 – English	ENG3U	TFJ3C	11 – Hospitality and Tourism	
EWC4U	12 – The Writer’s Craft	ENG3U	TFJ4C	12 – Hospitality and Tourism	TFJ3C
OLC4O	12 – Ontario Secondary School Literacy Course				

\*C.E.H.: Any university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

**D** = Academic

**P** = Applied

**U** = University

**M** = University/College

**C** = College

**E** = Workplace

**O** = Open

(see below for descriptions of each of these course types)

## DIPLOMA AND CERTIFICATE REQUIREMENTS

### THE REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA (30 CREDITS)

#### COMPULSORY CREDITS (TOTAL OF 18)

Students must earn the following compulsory credits in order to obtain the Ontario Secondary School Diploma (OSSD):

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

Plus:

- 1 additional credit in English, or a third language, or social sciences and the humanities, or Canadian and world studies, or Guidance and Career Education (except GLC2O), or a cooperative education course
- 1 additional credit in health and physical education, or the arts, or business studies, or a cooperative education course
- 1 additional credit in science (Grade 11 or 12), technological education (Grades 9-12), or a cooperative education course
- 1 additional credit in science (Grade 11 or 12), computer science, technological education, or a cooperative education course

A credit is a means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to the student by the principal of a secondary school on behalf of the Minister of Education for Ontario.

#### OPTIONAL CREDITS

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed in this calendar.

#### 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 during their years in the secondary school program. The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they each play and the contributions they can make in supporting and strengthening their communities.

Students, in collaboration with their parents/guardians, 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 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.

#### INELIGIBLE ACTIVITIES

The ministry has developed a list of activities that may not be chosen as community involvement 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 portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age 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;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classified as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;

#### OSSD REQUIREMENTS:

In order to earn the OSSD, a student must:

- Earn 18 compulsory credits
- Earn 12 optional credits
- Complete 40 hours of community involvement activities
- Successfully complete the Ontario Secondary School Literacy Test (OSSLT) or pass the Ontario Secondary School Literacy Course (OSSLC)

- involves banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e. daily chores) or personal recreation activities;
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

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. 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 Guidance 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/guardians, and a signed acknowledgement by the person (or representative of the organization) involved. The principal will decide whether the student has met the requirements of both the ministry and the board for these activities.

Bronte College students will be able to claim community involvement hours under the following conditions:

- If the student provides evidence of having completed community involvement hours in their home country which meet the Ministry of Education definition, they may be granted hours using the following chart:

2 hours = 1 hour of community involvement for our records to a maximum of 30 hours

- Students requiring additional community involvement hours must follow the Ministry of Education outline for acceptable activities. **Students will no longer be able to obtain community involvement hours by working to assist with maintenance, office duties or cafeteria duties.**
- Bronte College will assist students in attaining community involvement hours in the following ways:
  - Environmental events (such as tree planting and computer recycling)
  - Clean-up of our adopted park
  - Charity work such as the 30-Hour Famine
  - Donating blood
  - Assisting with a local Flu Clinic
  - Volunteering in the community (such as the Living Arts Centre and Leisure World)
  - Volunteering at the Food Bank
  - Volunteering at local city events (such as Mississauga Marathon and Carassauga)
  - Volunteer coaching for local schools

## THE ONTARIO SECONDARY SCHOOL LITERACY REQUIREMENT

In order to earn a secondary school diploma all students must successfully complete the Ontario Secondary School Literacy Test (OSSLT) or pass the Ontario Secondary School Literacy Course (OSSLC). Students typically take the literacy test when they are in Grade 10. Students who have written the OSSLT at least once and failed are eligible to take the OSSLC; students who pass the course are considered to have met the graduation requirement. The secondary school literacy graduation requirement is based on the expectations for reading and writing throughout the Ontario Curriculum up to and including Grade 9.

## THE ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

### COMPULSORY CREDITS (TOTAL OF 7)

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

### OPTIONAL CREDITS (TOTAL OF 7)

- 7 credits selected by the student from available courses

## THE CERTIFICATE OF ACCOMPLISHMENT

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

## COURSES AND CREDITS

### SUBSTITUTIONS FOR COMPULSORY CREDITS

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 credits from the remaining courses offered by the school that meet the requirements for compulsory credits. A maximum of one credit earned for a learning strategies course may be used through substitution to meet a compulsory credit requirement. There is a limit of 3 substitutions. Credits earned for cooperative education courses may not be used through substitutions to meet compulsory credit requirements.

Substitutions should be made to promote and enhance student learning or to meet special needs and interests. If a parent/guardian or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. The principal or designate may also initiate consideration of whether a substitution should be made. Each substitution will be noted on the student's Ontario Student Transcript. Documentation will be placed in the student's Ontario Student Record.

### COURSE CHANGES

Students should make a serious commitment to the courses which they choose for the year. Changes to timetables are often impossible to make due to class size; therefore, choose wisely.

Students should be aware that a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned, will be recorded on the student's official transcript. If a student withdraws from a Grade 11 or 12 course after the Ministry-set deadline, the course will be recorded on their permanent transcript as "withdrawn" with no credit given, and the student's current mark will be assigned. The deadline is one week after the distribution of the midterm report card.

### COURSE CODES

Each high school course is identified by a five-character 'code'.

- The first three characters refer to the subject and specific area:  
e.g., ENG is English, SNC is Science
- The fourth character usually refers to the grade:  
1 = Grade 9            2 = Grade 10            3 = Grade 11            4 = Grade 12
- The fifth character refers to the type of course as outlined below:  
D = Academic          P = Applied            O = Open            U = University  
C = College            M = College/University    E = Workplace
- The sixth character is used by the school

### CREDIT DEFINITION

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 Ministry 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.

## COURSE ORGANIZATION

### GRADES 9 AND 10

Grade 9 and 10 courses are organized into three types: Academic, Applied, and Open. All courses prepare students for the senior grades. Because the emphasis is on core concepts in Grade 9 and 10 courses, students may move from one type of course to another between Grade 9 and 10. Moving from a Grade 9 Academic Course to a Grade 10 Applied Course is possible. Moving from a Grade 9 Applied Course to a Grade 10 Academic course will require a transfer course. Excellent work habits and motivation are extremely important when changing program levels.

#### ACADEMIC AND APPLIED COURSES

- High expectations for all students
- Focus on the essential concepts of the discipline

#### ACADEMIC COURSES – D

- Essential concepts of the subject and exploration of related material
- Emphasize theoretical and abstract applications
- Abstract thinking and problem solving
- Incorporate practical applications when appropriate
- Greater depth and more abstract reasoning when using the essential concepts
- Faster pace

#### APPLIED COURSES – P

- Emphasize practical, concrete applications of essential concepts
- Incorporate theory when appropriate
- Greater emphasis on practical, hands-on applications of the essential concepts

#### OPEN COURSES – O

- Same expectations for all students at Grades 9 and 10
- Open courses for all subjects other than those offered as academic or applied
- Appropriate for all students
- Designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12
- Preparation for their role in society

### GRADES 11 AND 12

In Grades 11 and 12, students will choose from among four destination-related course types: *university preparation*, *university/college preparation*, *college preparation*, and *workplace preparation*. Open courses are also offered in Grades 11 and 12. Students will make their choices on the basis of their interests, achievement, and career goals. All university, university/college, college, and workplace preparation courses have been developed in collaboration with representatives of universities, colleges, apprenticeship programs, or the business community respectively. These courses are designed to enable students to meet the entrance requirements of post-secondary institutions, apprenticeships and other training programs, or the expectations of employers in the workplace.

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

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

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

**Workplace preparation courses (E)** are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

**Open courses (O)** are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

**Interdisciplinary Studies** are courses designed to help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline.

**Prerequisites** are specified for many of the courses offered in Grades 11 and 12. Please see Course Descriptions for further details.

## CHANGING COURSE TYPES

When a student plans to switch from one course type in Grade 9 to another in Grade 10 in the same subject, the principal must inform the student and his/her parents/guardian that the student will be strongly encouraged to successfully complete additional course work of up to 30 hours as defined by the Ministry in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not the other. This additional course work can be taken in summer school, in a program outside the regular school hours or during the school day.

A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may:

- take a transfer course that will bridge the gap between course types;
- take a course of another type (e.g. academic) that will satisfy the prerequisites for a course in a higher grade (e.g. a university preparation course) that the student wishes to take; or
- take a summer course or undertake independent study to achieve the uncompleted expectations that are required to enter the new program.

## PREREQUISITE COURSES

Courses in Grades 11 and 12 may have prerequisites as a requirement for enrolment. All prerequisite courses will be identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. The prerequisites for the current courses being offered at Bronte College are listed above.

If a parent/guardian or an adult student requests that a prerequisite be waived, the principal will determine whether or not this will be allowed. The principal may also initiate consideration of whether a prerequisite should be waived. In either case, the principal will make his or her decision in consultation with the parent/guardian or adult student.

## LITERACY TEST ACCOMODATIONS, DEFERRALS, AND EXEMPTIONS

Students will write the Ontario Secondary School Literacy Test in their Grade 10 year. This test is provincially created and assessed. The literacy test evaluates students' reading, writing and comprehension skills based on the expectations in language and communication up to and including Grade 9. ***Students must pass this test in order to graduate from secondary school.*** The successful completion of the test will be recorded on the Ontario Student Transcript. Students who do not pass the test successfully will receive remedial help to prepare for re-testing. English as a Second Language students will take the test only when they have reached an equivalent level in their language studies.

Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a Second Language/English Literacy Development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test.

If a parent/guardian or an adult student requests a deferral, the principal will determine whether or not a deferral should be granted and, if so, for what period of time. A principal may also initiate consideration of a deferral. The principal will make his or her decision in consultation with the parent/guardian or adult student and appropriate school staff. In cases where the parent/guardian or adult student disagrees with the decision of the principal, the parent/guardian or adult student may ask the appropriate supervisory officer to review the matter.

The Ontario Secondary School Literacy Course (OSSLC) has been developed to provide students who have been unsuccessful on the test with intensive support in achieving the required reading and writing competencies, and with an alternative means of demonstrating their literacy skills. The OSSLC is a full-credit Grade 12 course. (It does not replace the mandatory Grade 12 English credit needed for university admission.)

## ANNUAL EDUCATION PLAN

An annual education plan (AEP) must be developed by the student, their parents/guardians and teacher advisor during each year of high school and is a requirement for all grades.

The intent of the AEP is to assist students in the acquisition of knowledge and skills for:

- The student's goals for academic achievement
- Education planning and goals
- Long-term career planning
- Decision making over a period of 4 years

The AEP will include the extracurricular activities, cooperative education programs and work experience opportunities in which the student plans to participate. The plan will be reviewed at least twice a year.

## ONTARIO STUDENT TRANSCRIPT, ONTARIO STUDENT RECORD AND FULL DISCLOSURE

The Ontario Student Transcript (OST) is a provincially standardized document, which is the student's official record of credits earned. Copies are available to students upon request.

The OST is kept in the student's Ontario Student Record (OSR). This folder contains achievement results, credits earned, and other information important to the education of the student. The OSR is created when a student enters the Ontario school system, and moves with the student from school to school. The OSR is created under the authority of the Education Act. Students and their parents/guardians (if the student is not an adult) may examine the contents of the OSR.

As of September 1999, the OST fully discloses all Grade 11 and 12 courses attempted including those failed, dropped or repeated. This change to the transcript allows a more valid evaluation of each student's academic performance. Students must be careful to meet the deadline (one week after distribution of midterm reports) to drop a course from their timetable. Failure to meet this deadline could result in a course remaining on the OST and thus part of the student's OSR.

The OST can be requested from the Business Office.

## THE ADVANCED PLACEMENT (AP) PROGRAM

Bronte College has been offering AP courses since 2002. These are a series of university-level courses offered to motivated high school students. Successful completion of an AP examination may result in first-year university credits.

Bronte College is proud to be a founding member of the Council of AP Schools in Ontario (CAPSON) and is a recognized AP Exam Centre in Ontario. Students can write AP exams (usually written in the first 2 weeks of May) at the school.

In May 2007, over 50 students wrote 110 AP exams. The more popular AP subjects at Bronte College are:

English Languages	Microeconomics
Calculus	Macroeconomics
Chemistry	Computer Science
Biology	World History
Physics	Studio Art

## COOPERATIVE (CO-OP) PROGRAM

The co-op program offered by Bronte College is designed for students in Grades 11 and 12. The co-op program is a planned learning experience that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course. It involves a partnership between education and business that includes parents/guardians, employers, students, teachers, and placement supervisors.

The co-op program is offered as a double credit course with credits granted based on 220 hours of work placement and classroom instruction. Students are assessed by multiple performance evaluations conducted by the employer, teacher and student. Placements will be for approximately 4 hours each day either in the morning or afternoon depending on the employer. Co-op now counts as one of the compulsory credits towards the student's Ontario Secondary School Diploma (OSSD).

Credits are granted based on the successful completion of course expectations as well as the requirements for a work placement. For example, a student who is taking Grade 12 International Business (BBB4M) and is interested in a co-op placement could work with an import/export broker. This student would receive two credits for BBB4M. All co-op courses will be indicated on the student's Ontario Student Transcript.

## SCHOOL EVALUATION PROCEDURES

### COURSE OUTLINE

During the first week of school, the subject teachers will provide a course outline. Information on these outlines will include a brief description of the course, units to be taught and how students will be evaluated. The course outline will also be posted on the teacher's website.

### ATTENDANCE AND SUCCESS

**To ensure success, a student must not only achieve a passing grade but must attend classes regularly.** Frequent absences make it impossible for teachers to adequately assess student learning and ensure academic success, and therefore we expect students to be in class consistently and take responsibility for all work missed. All students will need to account for non-school related absences by providing a note to the Head of Student Governance upon the first day of the student's return. **Students are expected to attend 110 hours for each course to receive a credit.**

## MISSED ASSIGNMENTS AND TESTS POLICY

In keeping with the new Ministry document “Growing Success: Assessment, Evaluation and Reporting in Ontario Schools,” every school must develop a policy to address the assessment and evaluation of late assignments, missed tests and required assignments not being handed in as part of the overall evaluation per course.

Bronte College follows the evaluation and assessment policy set out in the Ministry of Education document “Growing Success.” The document states that evaluation must be derived from the most consistent and most recent assessments completed by students in each course.

### MISSED ASSIGNMENTS

At Bronte College, each assignment will include a due date that is reasonable and manageable for all students. If a student feels they will be unable to hand in the assignment by the due date, they must speak with the teacher prior to the due date to make appropriate arrangements and set an extension date for accommodation purposes. Only one extension will be allowed per assignment.

If the student fails to hand in the assignment by the due date without prior communication with the teacher, the teacher will inform the parents/guardians, and the assignment will result in the loss of 5% per day up to a maximum of 25%. After five school days, if the student does not hand in the assignment a mark of zero will be given. Parents/guardians will be contacted prior to the issuing of a zero to inform them that their son/daughter has an assignment due and that they are in jeopardy of receiving a zero.

### MISSED TESTS

At Bronte College, each test will be scheduled a minimum of one week in advance. If a student is excused from class as a result of illness, they must speak with the teacher to schedule a reasonable time after their return to write the test. The school nurse or a parent/guardian must provide a note to indicate that the student was ill.

If the student chooses not to attend class without having been excused for illness, they will write the test the first day of their return, outside the school day.

If the student does not show up to write the test at the assigned time, the student may receive a zero.

## CHEATING AND PLAGIARISM

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.

Plagiarism means using someone else’s words or ideas in your work without proper citations. Citations and documentation will be discussed in all classes. Plagiarism includes using any un-cited phrase, sentence or passage, from a book, from Coles Notes, from a friend, or from the Internet. If a student is unsure about the rules of plagiarism, they should ask their teacher.

A first offence of plagiarism will result in the deduction of 25% off the evaluation of the assignment and the assignment will be redone properly. A second offence will result in a mark of zero. A third offence requires the student to appear before the school board for a review of the situation. The school board will decide the extent of the consequences, which may include a mark of zero, a fine, suspension, expulsion or a combination of the above.

## EXAMINATION PROCEDURES

### EXAMINATIONS

Scheduled exams are to be considered mandatory course components and failure to write them will result in either a failing grade or an incomplete credit unless the principal decides otherwise. *Exams must be written at the date and time indicated on the final exam timetable.*

The time expectations for exams are:

- Grade 9 and 10: 1.5 hours
- Grade 11 and 12: 2.5 hours

There are no scheduled classes during the final exam week.

Students found using unauthorized resources (cheating) on an exam will be given a mark of “0” for the examination. In such cases, parents/guardians will be contacted.

## FINAL EXAM EXPECTATIONS

- Final exams will begin and finish promptly, as indicated in the final exam timetable. This means that students who arrive late for a final exam may not be given extra time.
- Students should be dressed in full uniform for final exams.
- Textbooks should be handed in before the final exam begins in the Book Return Room. If the textbook is not returned, the cost will be deducted from the student's account.
- Students must remain in the final exam room for the first hour. Thereafter, students may leave on the half hour with the discretion of the supervising teacher.
- Students are not allowed to borrow anything from other students during the final exam. Students must have all the necessary supplies with them.
- NO electronic devices are allowed, such as electronic dictionaries, headphones, MP3 players, cellphones, or pre-programmed calculators.

## MISSED EXAMINATIONS

If a student is absent from a scheduled exam, the student should make every effort to contact the school and state the reason for the absence. When the student returns to the school, they should report directly to the Main Office.

Students who miss exams due to illness are required to provide a doctor's note to verify the absence. Absence because of vacation or work is not a legitimate reason for missing a scheduled exam. No student will be exempted from an exam or given an alternative exam due to early transportation itineraries. Students and parents/guardians are asked to schedule flights after the final exam period according to the school academic calendar. If a student is to be absent from an exam without a legitimate reason, the student will be given a zero for the exam, and that mark will be included in the calculation of the final mark for that course.

## REPORTING TO PARENTS/GUARDIANS

Bronte College has three reporting periods during each semester. All report cards – Interim, Midterm, and Final – are available online in the Progress Report Portal and will be mailed to parents/guardians and given to students once they have been issued. Should parents/guardians have any questions or concerns regarding the progress of the student, they are encouraged to contact the teachers or the principal by calling or emailing the school.

The first report is called an Interim Report Card. This is issued early in each semester (approximately following the first 4 weeks) and gives students and parents/guardians an early indication of the student's performance. The report contains level grades, which reflect the four levels of achievement as directed by the Ontario Ministry of Education:

- **Level 4 (80-100%):** A very high to outstanding level of achievement. Achievement is above the provincial standard.
- **Level 3 (70-79%):** A high level of achievement. Achievement is at the provincial standard.
- **Level 2 (60-69%):** A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
- **Level 1 (50-59%):** A passable level of achievement. Achievement is below the provincial standard.
- **Below 50%:** Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

The second report is the Midterm Report Card at the halfway point of each semester. This report will have a percentage grade as well as teacher comments, and students will also be evaluated on their Learning Skills and Work Habits. Usually there is a close correlation between the course mark and the student's performance in their Learning Skills. Parent/Guardian interviews are held immediately after the Midterm Report Cards are issued.

The Final Report Card will follow at the end of each semester. Like the Midterm Report, this report will have a percentage grade, teacher comments and evaluation of Learning Skills and Work Habits. The marks on the Final Report Card are those that will be recorded onto the student's Ontario Student Transcript.

## LEARNING SKILLS AND WORK HABITS

The development of learning skills and work habits is an integral part of a student's learning. The Learning Skills and Work Habits evaluated on the report card are divided into the following: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. It is expected that teachers will work with students to help them develop behaviours that reflect these six Learning Skills and Work Habits. These skills are evaluated and reported as follows:

E = Excellent      G = Good      S = Satisfactory      N = Needs Improvement

## COURSE DESCRIPTIONS

### ARTS

#### DRAMATIC ARTS

##### **Dramatic Arts, Grade 9, Open**

**ADA10**

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 analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

*Prerequisite:* None

##### **Dramatic Arts, Grade 10, Open**

**ADA20**

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

*Prerequisite:* None

##### **Dramatic Arts, Grade 11, Open**

**ADA30**

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyze the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of dram works.

*Prerequisite:* None

#### MUSIC

##### **Music, Grade 9, Open**

**AMU10**

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.

*Prerequisite:* None

##### **Music, Grade 10, Open**

**AMU20**

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

*Prerequisite:* None

##### **Music, Grade 11, University/College Preparation**

**AMU3M**

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

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

##### **Music, Grade 12, University/College Preparation**

**AMU4M**

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

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

## VISUAL ARTS

### Visual Arts, Grade 9, Open

AVI10

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

*Prerequisite:* None

### Visual Arts, Grade 10, Open

AVI20

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

*Prerequisite:* None

### Visual Arts, Grade 11, University/College Preparation

AVI3M

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that 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, Open

### Visual Arts, Grade 12, University/College Preparation

AVI4M

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

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

## BUSINESS STUDIES

### Introduction to Business, Grade 9, Open

BBI10

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

### Information and Communication Technology in Business, Grade 10, Open

BTT20

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

*Prerequisite:* None

## MARKETING

### Marketing: Goods, Services, Events, Grade 11, College

BMI3C

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

*Prerequisite:* None

## INTERNATIONAL BUSINESS

### International Business Fundamentals, Grade 12, University/College

BBB4M

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

*Prerequisite:* None

## BUSINESS LEADERSHIP

### **Business Leadership: Management Fundamentals, Grade 12, University/College**

**BOH4M**

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

*Prerequisite:* None

## ACCOUNTING

### **Financial Accounting Fundamentals, Grade 11, University/College**

**BAF3M**

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

*Prerequisite:* None

### **Financial Accounting Principles, Grade 12, University/College**

**BA4M**

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

## ENTREPRENEURSHIP

### **Entrepreneurship: The Venture, Grade 11, College**

**BDI3C**

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

*Prerequisite:* None

## CANADIAN AND WORLD STUDIES

## CIVICS

### **Civics, Grade 10, Open**

**CHV2O**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civic questions and learn how to think critically about public issues and react responsibly to them.

*Prerequisite:* None

## ECONOMICS

### **The Individual and the Economy, Grade 11, University/College**

**CIE3M**

This course examines the changing Canadian economy and helps students develop an understanding of their own role as economic agents. Students will apply economic models and concepts to assess the roles of various stakeholders in the Canadian economy and analyze the interactions among them. Students will consider the economic behaviour of the individual as consumer, contributor, and citizen in a mixed economy and will apply economic inquiry, critical-thinking, and communication skills to make and defend informed economic decisions.

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

### **Analyzing Current Economic Issues, Grade 12, University**

**CIA4U**

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

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

## GEOGRAPHY

### **Geography of Canada, Grade 9, Academic**

**CGC1D**

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyze and evaluate geographic issues and present their findings.

*Prerequisite:* None

**The Americas: Geographic Patterns and Issues, Grade 11, University/College****CGD3M**

This course investigates the geographic systems and patterns of the Americas, focusing on questions arising from the growing interdependence of the countries in the region. Students will examine diverse environmental, economic, and cultural factors influencing the different countries and their peoples, and the interactions among them. Students will use a variety of geotechnologies and inquiry and communication methods to investigate trends and issues and communicate their findings.

*Prerequisite:* Grade 9 Geography of Canada, Academic or Applied

**Canadian and World Issues: A Geographic Analysis, Grade 12, University****CGW4U**

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

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

**World Geography: Human Patterns and Interactions, Grade 12, University****CGU4U**

This course examines how humans interact with their natural environments and with each other. Students will study the influence of spatial, political, economic, and social factors on settlement patterns, human migration, cultural change, globalization, and environmental trends. Students will use geotechnologies and skills of geographic inquiry and analysis to extend their knowledge of human geography and to identify and explain current trends and patterns, and predict future ones.

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

**HISTORY****Canadian History Since World War I, Grade 10, Academic****CHC2D**

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

*Prerequisite:* None

**World History: The West and the World, Grade 12, University****CHY4U**

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

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

**LAW****Understanding Canadian Law, Grade 11, University/College Preparation****CLU3M**

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding of Canada's legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates.

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

**Canadian and International Law, Grade 12 University Preparation****CLN4U**

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyze legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

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

**COMPUTER STUDIES****Computer Science, Grade 11, University Preparation****ICS3U**

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

*Prerequisite:* None

### **Computer Science, Grade 12, University Preparation**

**ICS4U**

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

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

### **Cooperative Education**

#### **Cooperative Education, Grade 11 & 12, Open**

**COOP301 & COOP401**

Cooperative Education is a program that allows students to earn secondary school credits while completing a work placement in the community. A student's program consists of the cooperative education course and the related curriculum course (that is, a course in another discipline such as Technological Studies, English, Business, etc.). The cooperative education course consists of a classroom component and a placement component. Cooperative Education gives students the opportunity to make connections between school and work and to "try out" a career of interest before finalizing plans for postsecondary education, training, or employment.

*Note:* Interview with the Guidance Department required in order to enroll in Cooperative Education

*Prerequisite:* Career Studies, Grade 10, Open

### **ENGLISH**

#### **English, Grade 9, Academic**

**ENG1D**

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

*Prerequisite:* None

#### **English, Grade 10, Academic**

**ENG2D**

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

*Prerequisite:* English, Grade 9, Academic or Applied

#### **English, Grade 11, University Preparation**

**ENG3U**

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

#### **Presentation and Speaking Skills, Grade 11, Open**

**EPS30**

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

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

#### **English, Grade 12, University Preparation**

**ENG4U**

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

#### **The Writer's Craft, Grade 12, University Preparation**

**EWC4U**

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; using 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 Preparation

## Ontario Secondary School Literacy Course, Grade 12

OLC40

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. (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 (ESL)

### English Language Program

ESL

This course provides English language training for students arriving at Bronte College with limited knowledge of English.

### English as a Second Language, ESL Level 4, Open

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.

*Prerequisite:* ESL Level 3 or Equivalent

### English as a Second Language, ESL Level 5, Open

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.

*Prerequisite:* ESL Level 4 or Equivalent

## LANGUAGES

### FRENCH

#### Core French, Grade 9, Academic

FSF1D

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

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

### INTERNATIONAL LANGUAGES

#### Mandarin, Grade 12, University Preparation

LKMDU

This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.

*Prerequisite:* Mandarin, Level 3 (Grade 11), University Preparation

## GUIDANCE AND CAREER EDUCATION

### Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open

GLS10

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.

*Prerequisite:* None

### Career Studies, Grade 10, Open

GLC20

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.

*Prerequisite:* None

## HEALTH AND PHYSICAL EDUCATION

### Healthy Active Living Education, Grade 9, Open

PPL10

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal setting, communication, and social skills.

*Prerequisite:* None

### Healthy Active Living Education, Grade 10, Open

PPL20

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

*Prerequisite:* None

### Healthy Active Living Education, Grade 11, Open

PPL30

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

*Prerequisite:* None

### Healthy Active Living Education, Grade 12, Open

PPL40

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

*Prerequisite:* None

### Exercise Science, Grade 12, University Preparation

PSE4U

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

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

## MATHEMATICS

### Principles of Mathematics, Grade 9, Academic

MPM1D

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

*Prerequisite:* None

### Principles of Mathematics, Grade 10, Academic

MPM2D

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

*Prerequisite:* Grade 9 Mathematics, Academic

### Functions, Grade 11, University Preparation

MCR3U

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

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

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

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in 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 Foundations of Mathematics, Grade 10, Applied

**Functions for College Mathematics, Grade 11, College Preparation****MBF3C**

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

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

**Advanced Functions, Grade 12, University Preparation****MHF4U**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of 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, Grade 12, University Preparation****MCV4U**

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

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

**Mathematics of Data Management, Grade 12, University Preparation****MDM4U**

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

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

**SCIENCE****Science, Grade 9, Academic****SNC1D**

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

*Prerequisite:* None

**Science, Grade 10, Academic****SNC2D**

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

*Prerequisite:* Science, Grade 9, Academic or Applied

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

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

### **Biology, Grade 12, University Preparation**

**SBI4U**

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

*Prerequisite:* Biology, Grade 11, University Preparation

## **CHEMISTRY**

### **Chemistry, Grade 11, University Preparation**

**SCH3U**

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

*Prerequisite:* Science, Grade 10, Academic

### **Chemistry, Grade 12, University Preparation**

**SCH4U**

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

*Prerequisite:* Chemistry, Grade 11, University Preparation

## **PHYSICS**

### **Physics, Grade 11, University Preparation**

**SPH3U**

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

### **Physics, Grade 12, University Preparation**

**SPH4U**

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

*Prerequisite:* Physics, Grade 11, University Preparation

## **SOCIAL SCIENCES AND HUMANITIES**

### **PHILOSOPHY**

#### **Philosophy: The Big Questions, Grade 11, Open**

**HZB30**

This course addresses three (or more) of the following questions: What is a person? What is a meaningful life? What are good and evil? What is a just society? What is human knowledge? How do we know what is beautiful in art, music, and literature? Students will learn critical-thinking skills in evaluating philosophical arguments related to these questions, as well as skills used in researching and investigating various topics in philosophy.

*Prerequisite:* None

#### **Philosophy: Questions and Theories, Grade 12, University**

**HZT4U**

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a wide variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

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

### **FAMILY STUDIES**

#### **Parenting, Grade 11, Open**

**HPC30**

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infant, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.

*Prerequisite:* None

**Fashion and Creative Expression, Grade 11, Open****HNC30**

This course explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design; the characteristics of fibres and fabrics; the construction, production, and marketing of clothing; and how to plan and care for a wardrobe that is appropriate for an individual's appearance, activities, employment, and lifestyle. Students will develop research skills as they explore the evolution of fashion and its relationship to society, culture, and individual psychology.

*Prerequisite:* None

**Food and Nutrition Sciences, Grade 12, University/College Preparation****HFA4M**

This course examines various nutritional, psychological, social, cultural, and global factors that influence people's food choices and customs. Students will learn about current Canadian and worldwide issues related to food, frameworks for making appropriate dietary choices, and food-preparation techniques. This course also refines students' skills used in researching and investigating issues related to food and nutrition.

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

**Individuals and Families in a Diverse Society, Grade 12, University/College Preparation****HHS4M**

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

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

**GENERAL SOCIAL SCIENCE****Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation****HSP3M**

This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.

*Prerequisite:* None

**Challenge and Change in Society, Grade 12, University/College Preparation****HSB4M**

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyze cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

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

**TECHNOLOGICAL EDUCATION****HOSPITALITY AND TOURISM****Hospitality and Tourism, Grade 11, College****TFJ3C**

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry.

*Prerequisite:* None

**Hospitality and Tourism, Grade 12, College****TFJ4C**

This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service.

Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry.

*Prerequisite:* Hospitality and Tourism, Grade 11, College Preparation



**CODE OF BEHAVIOUR**  
**SCHOOL RULES AND REGULATIONS**

## CODE OF BEHAVIOUR

**“As a community of learners, teachers and students at Bronte College, we must work together to make a school and a society based on honesty, individual responsibility and mutual respect.”**

## CODE OF CONDUCT

**Based on the Ontario Ministry of Education Policy/Program Memorandum no. 128: The Provincial Code of Conduct and School Board Codes of Conduct**

“A school should be a place that promotes responsibility, civility and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted.”

### STANDARDS OF BEHAVIOUR

All members of the school community, which includes students, parents, visitors, teachers and all other school staff, must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- properly identify themselves when asked by persons in authority;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching.

### SAFETY

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give or sell alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of or under the influence of alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- swear at a teacher or at another person in a position of authority;
- commit an act of vandalism that causes extensive damage to school property or to property located on school premises.

### CONSEQUENCES

Bronte College has a responsibility to uphold the standards of behaviour and expectations of safety outlined in the Ontario Ministry of Education Provincial Code of Behaviour and the school’s own code of behaviour. As such, actions that go against these standards and expectations will be investigated by school administration and will carry consequences.

1. The following activities, whether they take place at school, at a school-related activity or in other circumstances where they will have an impact on the school climate, may result in **suspension and/or a fine**:
  - possessing alcohol or illegal drugs;
  - being under the influence of alcohol or illegal drugs;
  - being found on the floor or in the room of a student of the opposite sex;
  - using profanity or improper language;
  - bullying;
  - verbal, physical or sexual harassment;
  - opposition to authority;
  - persistent truancy;
  - smoking on school property, including the residence;
  - breaking school curfew;
  - conduct injurious to the moral tone of the school;
  - conduct injurious to the physical or mental well-being of others in the school.

In serious cases, repeat offences may result in expulsion.

2. The following activities are serious offences and will result in suspension and/or a fine, and, upon investigation, may result in **expulsion**:

- possessing or trafficking in weapons, including but not limited to firearms;
- using a weapon to cause or to threaten bodily harm to another person;
- committing physical assault on another person that causes bodily harm requiring medical treatment;
- committing sexual assault;
- committing robbery;
- trafficking in alcohol or illegal drugs;
- uttering a threat to inflict serious bodily harm on another person;
- committing an act of vandalism that causes extensive damage to school property or to property located on school premises;
- sounding a false fire alarm.

No school fees will be refunded if a student is expelled. Police may also be involved in these instances, as required.

CONSEQUENCES	VERBAL VIOLENCE	PHYSICAL VIOLENCE	RESIDENCE INFRACTIONS	DRUGS AND ALCOHOL	WEAPONS
1 day suspension and \$50 fine	<ul style="list-style-type: none"> <li>• name calling</li> </ul>	<ul style="list-style-type: none"> <li>• pushing</li> <li>• shoving</li> <li>• throwing objects</li> <li>• mischief causing potential harm</li> </ul>	<ul style="list-style-type: none"> <li>• reversible defacing of property</li> <li>• unauthorized overnight stay</li> </ul>		
2 day suspension and \$100 fine	<ul style="list-style-type: none"> <li>• racism</li> <li>• implied intimidation</li> <li>• disrespect of authority</li> </ul>	<ul style="list-style-type: none"> <li>• kicking</li> <li>• pushing</li> </ul>	<ul style="list-style-type: none"> <li>• petty theft</li> <li>• on floor of opposite sex</li> </ul>	<ul style="list-style-type: none"> <li>• smoking violation</li> <li>• under the influence of alcohol</li> </ul>	
3 day suspension and \$100 fine	<ul style="list-style-type: none"> <li>• intimidation involving physical threat</li> <li>• extortion</li> <li>• opposition to authority</li> </ul>	<ul style="list-style-type: none"> <li>• intent to harm</li> <li>• physical injury</li> </ul>	<ul style="list-style-type: none"> <li>• theft</li> <li>• permanent defacing of property</li> </ul>	<ul style="list-style-type: none"> <li>• giving or selling alcohol to a minor</li> </ul>	
expulsion and/or legal charges	<ul style="list-style-type: none"> <li>• threatening authority</li> </ul>	<ul style="list-style-type: none"> <li>• serious physical injury due to lack of restraint</li> <li>• gang violence</li> <li>• any physical violence directed at authority</li> </ul>	<ul style="list-style-type: none"> <li>• extensive purposeful defacing of property</li> <li>• pulling or aiding in a false fire alarm</li> </ul>	<ul style="list-style-type: none"> <li>• dealing</li> <li>• possession</li> <li>• trafficking</li> </ul>	<ul style="list-style-type: none"> <li>• any physical threat or use of weapons</li> <li>• possession of lethal weapons such as knives or guns</li> </ul>

## SCHOOL RULES AND REGULATIONS

### RESPONSIBILITIES OF STUDENTS

Students are to be treated with respect and dignity by teachers and all school staff. In return, they must demonstrate respect for themselves and others. Students are responsible for:

- coming to school prepared, on time and ready to learn;
- showing respect for themselves, others and those in authority;
- refraining from bringing anything to school that may compromise the safety of others;
- following school rules and taking responsibility for their own actions.

### ATTENDANCE

There is an established link between student absenteeism and academic success. Regular attendance at school is critical to students' learning and achievement of course expectations. To ensure regular attendance by students, Bronte College will ensure that students and their parents/guardians are informed about attendance procedures.

When a student's frequent absences from classes are jeopardizing his/her successful completion of a course, the homeroom teacher will contact the student and parents/guardians to explain the potential consequences of the absences, which may include failure to gain credits and/or removal from the course. They will discuss steps that could be taken to improve attendance.

The goal of our attendance procedures is the creation of an optimal learning environment for staff and students.

- All parents/guardians are strongly encouraged to check students' attendance record on the Progress Report Portal. Any inquiries should be directed to the Head of Student Governance. **(For help with accessing the Progress Report Portal, please email it@brontecollege.ca).**
- All students are expected to be on time and prepared for their classes.
- Residence students must see the school nurse or Head of Student Governance to be excused from class for illness.
- Parents/guardians of day students are requested to call or email the Front Desk **(905-270-7788 ext. 2000/ frontdesk@brontecollege.ca)** if their child will be absent that day.
- In case of sickness resulting in an absence of more than one day, students must see a physician for medical assistance and bring a doctor's note to the school nurse to verify his/her absence.
- Homeroom attendance is mandatory from 8:20 – 8:30 a.m. Homeroom enables students to prepare for the day, receive important announcements, and receive teacher help and academic planning.

## PENALTIES FOR LATE AND MISSED CLASSES

**Missed Classes:** Students who miss class because of an unauthorized absence (skipping) will face the following consequences:

- |   |   |
|---|---|
| • 1 <sup>st</sup> or 2 <sup>nd</sup> unauthorized absence                     | verbal warning  |
| • 3 <sup>rd</sup> , 4 <sup>th</sup> or 5 <sup>th</sup> unauthorized absence   | 30-minute detention   |
| • 6 <sup>th</sup> , 7 <sup>th</sup> or 8 <sup>th</sup> unauthorized absence   | 30-minute detention and \$5 fine  |
| • 9 <sup>th</sup> , 10 <sup>th</sup> or 11 <sup>th</sup> unauthorized absence | 30-minute detention and \$10 fine – warning letter will be issued to parents/guardians                        |
| • 12 <sup>th</sup> unauthorized absence                                       | in-school suspension and possible removal from class<br>no credit will be issued and no fees will be refunded |

**Late for Class:** Students who are late for class (by 10 minutes or more) will face the following consequences:

- |   |                                   |
|---|-----------------------------------|
| • 1 <sup>st</sup> , 2 <sup>nd</sup> or 3 <sup>rd</sup> late | handled by classroom teacher      |
| • 4 <sup>th</sup> late                                      | 30-minute detention               |
| • 5 <sup>th</sup> late                                      | 30-minute detention and \$5 fine  |
| • 6 <sup>th</sup> , 7 <sup>th</sup> or 8 <sup>th</sup> late | 30-minute detention and \$10 fine |
| • 9 <sup>th</sup> late                                      | in-school suspension              |

Lates are tracked on a monthly basis. Each month is a fresh start.

**Homeroom Attendance:** Lates are not recorded for homeroom. Students who are late or who fail to attend homeroom will be marked absent and will face the following consequences:

- |  |   |
|--|---|
| • 1 <sup>st</sup> or 2 <sup>nd</sup> absence | verbal warning                              |
| • 3 <sup>rd</sup> and subsequent absence     | \$5 fine for <b>each day</b> late or absent |

## CONDUCT IN THE HALLS

There will be no eating or drinking in the halls or classrooms.

To ensure that classes are not disrupted, students are not to be in the halls during class time. If a student does not have class, they may go to the library, the cafeteria, outside the school, or to the lobby. If they choose to be in the lobby students are not to loiter on the couches by the Front Desk as these are for visitors to the school; instead they are welcome to use the chairs by the vending machines.

## UNIFORMS

Wearing a uniform helps to reinforce students' identity in the community, instill pride in our school, lessen the financial burden on parents/guardians and ensure that our students are recognized for their character and accomplishments.

For male and female students, the uniform consists of:

- a burgundy blazer
- grey pants
- a white shirt
- a polo shirt to be worn during the warmer months (optional)
- a tie
- a navy v-neck sweater
- a vest
- black socks
- closed-toe shoes (max. 2" heels)
- a black dress belt with silver buckle

Each student is also required to have a uniform to be worn for gym classes and extra-curricular activities. This consists of a grey Bronte College t-shirt and grey Bronte College shorts. Students may purchase an optional Bronte College tracksuit from the Business Office for varsity sports or casual uniform wear.

Students may also purchase a Bronte College polo shirt to be worn during the warmer summer months.

Additionally, students who are members of the Prefect Council will be given a grey cardigan with a Prefect badge on it and a gold tie. The Prefect sweater and tie are to be worn at all times by members of the Prefect Council.

The school uniform is provided with tuition and all students will be issued the complete uniform during orientation. Additional items may be purchased through the Business Office. To ensure consistency in quality, colour and appearance, only uniform items purchased through Bronte College (with the exception of socks/hosiery, belts and shoes) will be allowed.

## WHEN AND WHERE THE UNIFORM MUST BE WORN

The school uniform must be worn at all times during school hours, i.e. from 8:00 a.m. to 4:00 p.m., Monday to Friday, while in the academic areas of the school. As well, the uniform is required for all evening and weekend classes, and for all official Bronte College events, excursions and field trips. Any exceptions will be at the discretion of the principal and students will be notified of alternate expectations.

The blazer or the sweater/vest (which may be worn together if desired) must be worn with the uniform with the following exceptions:

- from the beginning of May until the end of September (which are the warmest months in Mississauga), the blazer and the sweater/vest will be optional, and the polo shirt may be worn instead of the dress shirt.
- when a student is working in a science lab or similar environment where the uniform may create a hazard, the supervising teacher or instructor will provide the appropriate alternative (e.g. lab coats).

Throughout the year students will be granted a number of “Casual Days” on which the uniform will not be required. In these cases, the “Casual Clothes” policy (outlined below) will apply.

## UNIFORM MAINTENANCE

- Students are responsible for cleaning and washing their uniforms, and must wear clean clothes daily.
- Students must keep their uniforms in good repair and must replace any torn, frayed, stained or damaged uniform items.
- Students who outgrow their uniform will be required to purchase uniform items in the appropriate size.
- It is the student’s responsibility to have pants hemmed, if needed. A tailor will be available on campus during orientation to assist students with this.
- No tailoring is permitted that would change the style or appearance of any uniform items.

## CASUAL CLOTHES

- Casual clothes may be worn to meals and after the end of the academic day (4:00 p.m.) as well as on designated “Casual Days.”
- Clothing with holes or tears and personal loungewear or pajamas are not acceptable as casual dress.
- Students must be dressed in an appropriate manner at all times. Shoulders and midriffs must be covered; as such, halter tops, bathing suits and tank tops are not appropriate. In addition, clothing that resembles underwear should not be visible.
- Shoes or sandals must be worn in the Cafeteria at all times. Students may not wear their athletic practice wear, cleats etc. into the Cafeteria and are asked to change after a sports practice before they enter the Cafeteria.

## STUDENT CARDS

The Student Card is part of the uniform and must be worn or carried by the student at all times. A student must produce and show their Student Card when asked by any Bronte College staff member.

## HATS

No hats of any kind are to be worn in any part of the school, including on Casual Days. If a student fails to remove their hat, or needs constant reminders, the teacher or administration may confiscate it.

## JEWELRY

Jewelry should be tasteful and moderate. Students (male and female) may wear a small stud or small hoop earrings as part of classroom dress. Multiple studs, multiple piercings, other visible body piercings or any ornate and large pieces of jewelry are not acceptable as classroom dress and students will be asked to remove them immediately.

## HAIR

Male students are to be clean-shaven with tidy hair that is collar length. Long sideburn (i.e. below the earlobe) are not acceptable. Female students are also expected to maintain tidy hair. Spiked or other extravagant hair designs are not acceptable. Hair decorations are to be simple and functional. Hair colour is to be moderate (i.e. not pink, purple or other unnatural shades).

## LOCKERS

1. Homeroom teachers will assign all students lockers during the first week of classes. Residence students will share lockers and Day students will have a single locker.
2. Students must use the lock provided on the locker they are assigned and ensure that it is kept locked at all times. **The school is not responsible for lost or stolen items.**
3. **Lockers are the property of Bronte College and may be searched by school authorities and/or the police at any time.** The possession of stolen property, weapons or items resembling or capable of being used as a weapon, or illegal drugs is a criminal offence and is prohibited on school property. In the event that any of these items are found in a locker they will be deemed to be in the possession of the student(s) to whom the locker is assigned, and criminal charges may be laid.
4. Students are responsible for keeping their lockers free of markings. Fees will be charged for damaged lockers.

## UNLAWFUL CONDUCT

### SMOKING

The **Smoke-Free Ontario Act** states that:

No person shall smoke or hold lighted tobacco in the following places or areas:

1. A school as defined in the Education Act.
2. A building or the grounds surrounding the building of a private school, where the private school is the only occupant of the premises, or the grounds annexed to a private school, where the private school is not the only occupant of the premises.

In accordance with this law, smoking is strictly forbidden anywhere on Bronte College property. It is also against provincial law to smoke or purchase cigarettes if you are under the age of 19, or to give or sell cigarettes to anyone under the age of 19.

### ALCOHOL AND DRUG ABUSE

- Drinking alcoholic beverages, using drugs and/or being in possession of alcoholic beverages or drugs are strictly prohibited in the school building and on campus. This behaviour will result in fines and/or suspension, and may in serious cases result in expulsion.
- Students on school property under the influence of alcohol or drugs may face fines and/or suspension.
- The legal drinking age in Ontario is 19 years. Students giving or selling alcohol to a minor face fines, suspension or expulsion, and police may be involved.
- Students trafficking in drugs will be immediately expelled and police may be involved.

### CAUSING A FALSE FIRE ALARM

Causing a false fire alarm is an offence under the Criminal Code of Canada. Any student causing a false alarm that involves the fire department and/or police may be fined, suspended or expelled and may also face criminal charges.

## INTERNET ACCESS AND USAGE

Bronte College provides internet access as a privilege that can be revoked if the administration deems necessary. All students must sign an Acceptable Use Policy pertaining to the internet and all school technology. Bronte College is responsible for securing its network and computing systems in a reasonable and economically feasible way against unauthorized access and/or abuse while making them accessible for authorized and legitimate users. This responsibility includes informing users of expected standards of conduct and the disciplinary measures for not adhering to them. Any attempt to violate the provisions of this policy may result in disciplinary action, including in the form of temporary or permanent revocation of the use of the internet, regardless of the success or failure of the attempt.

The following actions are prohibited:

- the use of a static IP: students must be using the address given by our DHCP server
- the deletion, examination, copying or modification of files and/or data belonging to other users without their prior consent
- the use of Bronte College facilities (labs, dormitories, etc.) for commercial purposes or for personal gain
- any deliberate action that damages or disrupts a computing system, alters its normal performance, or causes it to malfunction
- the use of proxy servers or services to bypass the internal firewall in any way, shape or form
- the use of systems and/or networks in attempts to gain unauthorized access to remote systems
- port-scanning other users' systems
- decryption and/or capture of a system, data or user passwords
- the intentional attempt to crash network systems or programs
- the willful introduction of computer viruses or other disruptive/destructive programs into the organization network or into external networks
- the copying of copyrighted materials, including but not limited to third-party software and the download/exchange of movies, MP3s and illegal software
- the use of FTP traffic
- unplugging, moving or tampering with computers in the library or computer lab

Bronte College reserves the right to monitor all network activity, incoming or outgoing, on the Bronte College network and on all computers internally tied to it.

### OBJECTIONABLE WEB CONTENT

In order to restrict access to offensive material on the internet, Bronte College uses a proxy filtering system. Its databases are updated daily as new sites of offensive materials are discovered by its parent company. For purposes of definition, objectionable content includes, but is not limited to the following:

- pornography: adult content, material depicting or describing sexual acts, erotic material, nudity, etc.
- violence: graphic depiction of violent acts including murder, rape, torture, and/or serious injury
- drug use: material encouraging the use of recreational drugs, including tobacco and alcohol advertising, with the exception of materials with valid educational value (e.g. drug use statistics)
- gambling: online gambling/gaming services

- offensive language and tasteless subjects: crude, vulgar language or gestures including, but not limited to, tasteless humour (excretory functions, etc.), graphic medical photos outside of a medical context, and some forms of body piercing and modification (cutting, branding, etc.)
- crime: encouragement of, tools for, or advice on carrying out criminal acts, which includes, but is not limited to, lock-picking, bomb-making, and hacking information

Any student caught installing software to bypass the Bronte College firewall on their own or other students' computers will be punished in accordance with the school Acceptable Use Policy and Code of Behaviour.

## PERSONAL TECHNOLOGY

The use of cell phones, portable music players (e.g. iPods) and/or headphones is not allowed in any instructional area of the school except the entrance area and cafeteria. Use of these devices in other areas (classrooms, hallways, library) may result in confiscation.

## LIBRARY

The library is an academic study area of the school. Students are encouraged to use the library for research and quiet work. Students who wish to socialize should use the cafeteria.

## PREFECT COUNCIL

Each semester, leaders are chosen from the grade 11 and 12 student body to represent Bronte College students as their Prefect Council. The Prefect Council works with the teaching staff and school administration to bring forth new ideas and create a sense of community at Bronte. Activities such as the Terry Fox Fun, charity fundraising, dances and the Prom are all planned and run by the Prefect Council. These student leaders set an example in our school and are important to the development of Bronte school spirit.



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