

2020-2021 Senior School

# ACADEMIC GUIDE



## Table of Contents

<b>INTRODUCTION</b>	<b>3</b>
Introductory Letter	3
Our Vision	4
Our Mission	4
Our Core Values	4
The IB Learner Profile	5
<b>ACADEMIC PROGRAMS</b>	<b>6</b>
The Ontario Secondary School Diploma (OSSD)	7
† The 12 optional credits may include up to 4 credits earned through approved dual credit courses	7
The Ashbury Diploma	9
Ashbury Diploma Requirements	9
The Ashbury Bilingual Certificate	10
Music Certificates Accepted for Credit	10
The International Baccalaureate Diploma Programme	11
2020 Summer Programs	18
Academic Program Progression	19
Selection of Courses	20
Academic Policies	23
<b>COURSE OFFERINGS BY GRADE</b>	<b>27</b>
Grade 9: The Foundation Year	27
Grade 10: The Focus Year	28
Grade 11: The Specialization Years / IB Year 1	29
Grade 12: The Specialization Years — Graduation / IB Year 2	30
<b>COURSE DESCRIPTIONS</b>	<b>32</b>
English	32
English as an Additional Language (ESL)	35
Modern Languages	36
Social Studies	43
Science	48
Mathematics	55
The Arts	60
Business Studies, Economics and Technology	66
Guidance and Career Education	70
Physical and Health Education	71
<b>SUMMARY OF THE 2020-2021 ACADEMIC PROGRAM</b>	<b>73</b>
<b>UNIVERSITY PLACEMENTS 2019</b>	<b>74</b>
SENIOR SCHOOL TIMETABLE	75

---

## INTRODUCTION

---

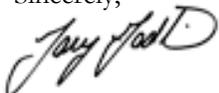
### Introductory Letter

Dear Students:

The 2020-2021 *Academic Guide* contains the course descriptions and academic policies of the Senior School. It is a hands-on resource to help you select your courses for next year. In determining your academic program, always plan with the end in mind. You should first consider which university undergraduate programs might interest you, and then which Grade 12 courses would best serve you in applying to these programs. The next step is to select your Grade 11, then Grade 10 courses, as appropriate. Your Course Selection Worksheet will help you plan your academic career at Ashbury College. If you are uncertain about your university goals, you are not alone. In Grade 10 approximately half of our students are undecided about their university plans. In this case, the plan becomes rather simple: do your very best in every subject and your academic strengths and interests will eventually reveal themselves. In selecting your courses, you should study as broad a range of courses as possible. In time this strategy will serve you well. And my final piece of advice: please take the time to discuss your options with your parents, teachers and academic counsellors. They have experienced this process firsthand, they know you, and they have your best interest in mind.

This document is the result of many discussions and careful planning. I would like to acknowledge the excellent work of the following for they are truly dedicated to ensuring that you benefit from the best possible pre-university preparation: **The Academic Committee** is comprised of subject area Department Heads, the Director of University Admissions, the IB Coordinator, the Director of Student Services, the Head of School, the Deputy Head of School, the Learning Strategist, the Head Librarian, the Director of Admissions and me. **The Student Services Office Team** is comprised of Ms. Anjeli Slater, Director of Student Services; Mrs. C. Tordon, Director of University Admissions; Ms. S. Howlett, IB Coordinator; Ms. Kate Lane, Grade 10 and 11 Academic Advisor; Mrs. C. Hodgins Learning Strategist; Mrs. K. Munro Collins, Grade 9 Academic Advisor and Administrative Coordinator; Ms. S. Johnston, University Admissions Assistant; Mrs. P. Rizzuti, Attendance Officer and Academic Administrative Assistant and Ms. L. Miles, Academic Administrative Assistant. I wish you much success in 2020-2021.

Sincerely,



Gary Godkin  
Head of Senior School

## Our Vision

Our **Vision** is to offer the highest standards in teaching and learning and to prepare students for a life of integrity, enrichment and contribution to a changing world.

## Our Mission

Our **Mission** is to inspire students in a dynamic learning environment as intellectually curious, compassionate and responsible global citizens.

## Our Core Values

### Academic Excellence

Our enriched academic programs promote critical thinking, creativity and the pursuit of knowledge in preparing students for success in university and in life. Our teachers thrive within a culture of innovation and creativity in teaching and learning excellence and are committed to continuous improvement.

### Community

The spirit of Ashbury is characterized by enthusiasm and cooperation and based on strong and productive relationships among students, staff, alumni and parents. Our caring coeducational community offers a safe, structured environment in which students and staff members are encouraged to reach their potential.

### Character

We foster an ethical mindset in a community founded on mutual respect. Our students and staff act with integrity and compassion. Ashbury provides an environment that supports constructive debate, allows time for reflection, and encourages community involvement and personal responsibility.

### Personal Growth

Athletics, the arts, outdoor education, spirituality and service to others drive our students to take risks and to strive for excellence. They learn about the importance of commitment and collaboration. Participation leads to the development of healthy, self-confident, resilient individuals with strong leadership skills and balanced lives.

### International Engagement

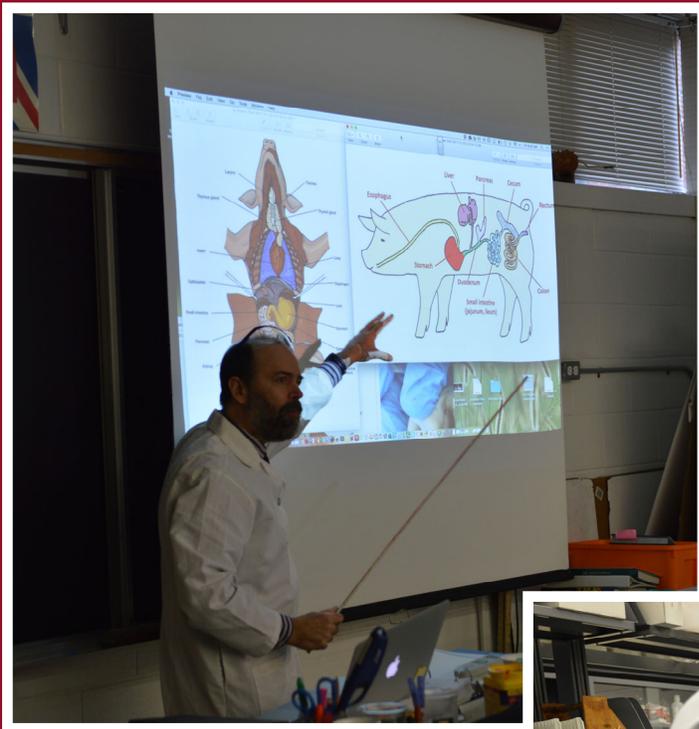
As an IB World School located in the heart of Canada's bilingual capital city, we see pluralism as an ethic of respect for our diverse community; we foster students who are open-minded to the perspectives, values and traditions of all cultures and who act with international understanding and global responsibility. We share a spirit of outreach locally, nationally and globally and seek partnerships to enhance our learning.

## The IB Learner Profile

The International Baccalaureate Learner Profile is a set of student learning outcomes for the 21<sup>st</sup> century. At Ashbury College, we strive to develop the following ten characteristics in our students, in order to develop “internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world” (source: *IB Learner Profile Booklet*, 2006).

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

# ACADEMIC PROGRAMS



## ACADEMIC PROGRAMS

### The Ontario Secondary School Diploma (OSSD)

The Ontario Secondary School Diploma (OSSD) is the core of our Senior School academic program. Every student who graduates from Ashbury College will receive an OSSD. The OSSD requires the completion of 30 course credits. One credit represents a minimum of 110 hours of in-class instruction. Other requirements include passing the provincially mandated Grade 10 Ontario Secondary School Literacy Test (OSSLT) and completing a minimum of 40 hours of approved community involvement activities. Details of the requirements for the OSSD follow.

Please note, as of December 20, 2006, all students under 18 years of age are required to be in attendance at school unless they have already graduated or are otherwise excused from attendance at school.

#### Diploma Requirements

In order to earn the OSSD, students need to meet all of the following conditions

<b>18 Compulsory Credits</b>	Plus one credit from each of the following groups:
Students must earn the following compulsory credits to obtain the OSSD:	1 <b>Group 1:</b>
4 English (1 credit per grade)	• English or French as a second language**
3 mathematics (1 in grade 11 or 12)	• a Native language
2 science	• a classical or international language
1 Canadian History	• social sciences and the humanities
1 Canadian Geography	• Canadian and world studies
1 the arts	• guidance and career education
1 health and physical education	• cooperative education***
1 French as a second language	2 <b>Group 2:</b>
0.5 Career Studies	• health and physical education
0.5 Civics	• the arts
	• business studies
	• French as a second language**
	• cooperative education***
In addition, students must complete:	3 <b>Group 3:</b>
12 optional credits †	• science (Grade 11 or 12)
40 hours of community service	• technological education
The provincial literacy requirement	• French as a second language**
2 online learning credits	• computer studies
	• cooperative education***

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

\*\* In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

\*\*\* A maximum of 2 credits in cooperative education can count as compulsory credits.

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

### **Community Service at Ashbury**

The Community Service program at Ashbury provides students with an opportunity for positive action and involvement. It seeks to develop in each student such personal qualities as social awareness, self-reliance and a capacity to relate effectively to the needs of others in both the Ashbury and the larger global community. The OSSD, the Ashbury Diploma and the IB Diploma all include a community service component that must be completed before a student may receive the diploma. Service activities are recorded online and require supervisor review and student reflection for completion.

### **Technology in the Curriculum**

Our approach to technology integration requires using selected computer applications as cognitive tools. We believe that students learn from thinking in meaningful ways, rather than from computers. Students experience integrated technology learning opportunities during their years at Ashbury and develop the skills necessary to use technology to gather and evaluate information, facilitate communication, plan and carry out research, and share what they have learned. We have a connected learning environment where students, parents, teachers, alumni and community have access to technology and are connected to one another. Our teachers work together to find an appropriate connection in the curriculum for technology. In addition to laptops, students have access to a wireless network, digital cameras and projectors, digital video editing software, scanners, graphing calculators, Smartboards and science data Probeware. Our teachers encourage students to use technology to enhance their learning, collaborate with others, demonstrate creativity and develop stronger problem-solving skills.

## The Ashbury Diploma

Ashbury College issues its own diploma in addition to the Ontario Secondary School Diploma (OSSD). We feel that the Ashbury Diploma ensures that our students' education is in keeping with the principles of 21<sup>st</sup> century learning, which incorporate critical thinking and problem solving, collaboration, creativity, and communication. The Ashbury Diploma includes academic requirements as well as non-academic requirements.

In addition to the OSSD requirements, students are expected to take the following courses:

- Students must take one additional credit in Physical and Health Education and one additional “U” level credit in a course with a global perspective. The following courses will satisfy the global studies requirement : CHY4UB - IB History Year 1, CPW4UB - IB Global Politics Year 1 or Canadian and World Politics (Grade 12), CGR4MB - IB Environmental Systems and Societies, CIA4UB - IB Economics Year II, CHY4U - World History, CGW4U/F - World Issues (English or French), and CIA4U - Grade 12 Economics.
- Students qualifying for the Ashbury Diploma will not take more than three senior (i.e. Grade 11 or Grade 12 level) credits from institutions other than Ashbury College.
- All English courses must be taken at Ashbury College.
- All students who achieve the IB Diploma will also receive the Ashbury Diploma.

In addition to the OSSD requirements, students must meet the following non-academic requirements:

- Students must complete 20 additional hours of community service.
- Students must participate in nine terms of co-curricular involvement at the school (extra-curricular involvement outside the school will be considered through the co-curricular equivalency application process).
- Total co-curricular involvement over four years will include more than one dimension among athletics, the arts, and participation in school clubs and organizations.
- Students who attend Ashbury starting in Grade 11 will have some of these additional requirements prorated.

We believe that these augmentations to the Ontario Secondary School Diploma will enhance our students' preparation for university and for life.

### Ashbury Diploma Requirements

In addition to the OSSD requirements:

1. 1 credit in Physical Education
2. 1 credit with a global perspective at the Grade 11 or 12 level
3. All English courses must be taken at Ashbury College
4. 9 terms of co-curricular involvement (at least one co-curricular activity is different from the others)
5. 20 additional hours of community service
6. No more than 3 senior credits from another institution.

## The Ashbury Bilingual Certificate

The importance of second-language acquisition at Ashbury is reflected in the Ashbury Bilingual Certificate. Ashbury students are encouraged to develop interests and abilities in French in order to remain, or to become, bilingual. To qualify for the Ashbury Bilingual Certificate, candidates must have obtained at least eight credits in French: four credits in Extended or Immersion French and at least four credits in courses taught in French. These four credits may be obtained in the following courses: Grade 9 *Géographie du Canada CGC1DF*, Grade 10 *Éducation à la citoyenneté CHV2OF* (a half-course), Grade 10 *Exploration des choix de carrière GLC2OF* (a half-course), Grade 10 *Histoire du Canada CHCDBF*, Grade 10 *Initiation aux affaires BBI2OF*, Grade 12 *Changements et défis sociaux HSB4MF* or Grade 12 *Enjeux mondiaux CGW4UF*. Students must also achieve the Ashbury Diploma to receive the Ashbury Bilingual Certificate.

## Music Certificates Accepted for Credit

A maximum of 1 Grade 11 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:

- Grade VII Practical and Intermediate Rudiments (formerly Grade I Rudiments) of the Royal Conservatory of Music, Toronto
- Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario
- Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
- Grade V Practical and Grade III Theory of Trinity College London, England
- Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England

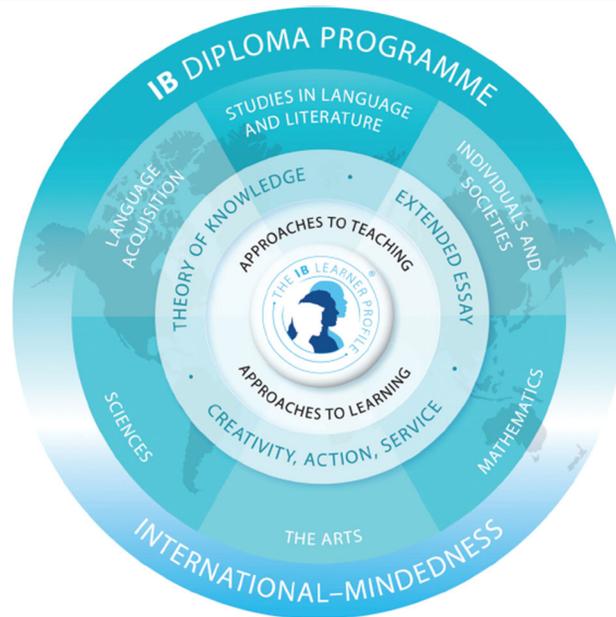
A maximum of 1 Grade 12 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:

- Grade VIII Practical and Advanced Rudiments (formerly Grade II Rudiments) of the Royal Conservatory of Music, Toronto
- Grade VIII Practical and Grade IV Theory of Conservatory Canada, London, Ontario
- Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
- Grade VI Practical and Grade IV Theory of Trinity College London, England
- Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

### Notes:

- The term practical refers to any musical instrument on which performance is examined. It includes voice (i.e., singing), but not speech arts.
- The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component and in rudiments or theory, as the case may be.

# The International Baccalaureate Diploma Programme



## An Overview of the IB Diploma

The International Baccalaureate (IB) Programme is a comprehensive, two-year pre-university curriculum which is widely regarded as the **gold standard** of university preparatory educational programs. The IB Diploma is an academically demanding and balanced program that helps students get ready for success at university, and in life beyond university. It is designed to promote deep learning through experiential education and it builds the necessary skills to meet the needs of the twenty-first century learner. The above model provides a visual depiction of the Diploma's various components which form the foundation of this holistic program.

With over 1.2 million students, in over 5100 schools and 157 countries, the International Baccalaureate makes up a global network of students, teachers, parents and grads. Ashbury College was first authorized as an IB World School in 1975, the first Canadian high school, and is committed to the IB mission and Learner Profile goal of an education that embraces the development of the whole student, links concepts across the disciplines, fosters critical thinking, teaches time management skills, promotes a healthy, active lifestyle and builds confidence and good character. When students have the confidence to think things through, the courage to tackle challenges, and the skills to succeed, they are ready to make a difference in a rapidly changing world.

## IB Diploma Programme Requirements

IB Diploma students select one subject from each of the **six IB subject groups** and fulfil three additional **Core** program requirements: the Extended Essay; Community, Activity and Service (CAS); and the Theory of Knowledge (TOK) course. Within each subject course are two challenge levels, Higher (HL) and Standard (SL). Students taking the full IB Diploma choose three subjects at each level. IB subjects are two-year courses with final examinations in May of the Grade 12 year. The costs associated with the program are outlined in detail in the Ashbury College Financial Handbook. The due dates and assessment calendar for IB courses are available in the Student Handbook and on the website.

## Core Requirements of the IB Diploma

The IB Diploma is a holistic program in which all full diploma students complete the following three Core requirements. An explanation of each of these follows.

<b>TOK - Theory of Knowledge</b>
TOK is a philosophical exploration of the ways humanity seeks to make sense of the world, the questions that arise, and the nature of knowledge itself. It also considers the goals and methodologies of the various subject areas and ethical considerations in knowledge-seeking, and makes connections across the disciplines. TOK fosters open-mindedness, risk-taking, intellectual curiosity and critical thinking skills. TOK is taken as a 7 <sup>th</sup> subject by Grade 11 IB students. While the course component of TOK finishes at the end of the Grade 11 year, learning continues throughout the beginning of Grade 12 with seminars, workshops and completion of the TOK essay. TOK is both internally and externally assessed.
<b>CAS - Creativity, Activity and Service</b>
CAS is a fundamental part of the IB Diploma that focuses on the importance of life outside the world of academics. Students actively learn from experiences beyond the classroom by engaging in real-life initiatives that include service projects, creative and artistic pursuits, athletics and fitness. Students build habits of engagement and participation that last a lifetime. CAS encourages IB students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. Inner reflection on CAS activities remains an integral element of this program which is documented through a CAS Portfolio. This is assessed internally by the CAS Coordinator against the CAS learning outcomes.
<b>The Extended Essay - In-depth Academic Research Paper</b>
The Extended Essay (EE) is an independent 4000 word research essay based on an in-depth study of a question relating to one of the subjects a student is studying. Students choose the area of investigation and develop an individual research question. The EE offers the opportunity to investigate a topic of special interest and acquaints the student with the kind of independent research and writing skills expected at university. The work is supervised by a subject teacher and the research/writing of the EE takes place over 8 months and culminates in Term 1 of the Grade 12 year. The Extended Essay is externally assessed. <b>There is a mandatory week-long Extended Essay preparation workshop in June at the end of the Grade 11 year.</b>

## Individual IB Courses

At Ashbury College, our students are encouraged to take on and embrace challenge. Students can opt to take either the full IB Diploma or up to four individual IB courses. These are two-year courses at the end of which students write an IB exam. In consultation with their Academic Advisor, students determine if they will take a higher level (HL) or standard level (SL) IB course. Students with an average of 75% or more are encouraged to pursue the path of the Full IB Diploma. **All of our Grade 11 and 12 students are automatically enrolled in IB English** and will write the IB English exam in May of the Grade 12 year.

## IB Course Selection

IB individual program planning is part of the Ashbury course selection process and is tailored to each student's strengths, interests and university plans. As the IB Diploma is a **two-year program** and courses in the IB Diploma are each two years in length, it is essential that students choosing their courses at the beginning of Grade 11 make informed decisions that will ensure their success academically while also keeping their post-secondary options open. The IB Coordinator, in consultation with the Director of University Admissions and the subject Department Heads, counsels students on their program choices and monitors their progress through the two-year program. Students in Grade 11 of the full IB Diploma Programme take 7 or 8 courses in order to fulfill both the IB and the OSSD requirements. **Six courses** are taken from the IB subject groupings. Of these course selections, students choose to study **three at the Higher level (HL) and three at the Standard level (SL)**. Students should select their Higher Level courses based on their level of competence and interest. Universities often have specific entrance requirements so students should consider their future goals as they plan their choice of SL and HL subjects. Grade 11 IB Diploma students also take Theory of Knowledge as a seventh mandatory course.

### Progression through Grades for IB Diploma students

Grade 9	Grade 10	Grade 11 credits	Grade 12	Total
8 credits	8 credits	IB Groups 1-6 + TOK+ elective= 8 credits	IB Groups 1-6= 6 credits	= 30 credits
		IB Groups 1-6 + TOK = 7 credits	IB Groups 1-6 + elective= 7 credits	= 30 credits

### IB Diploma Courses Available at Ashbury

IB Subject Group	Course
<b>Group 1</b> Studies in Language and Literature <i>*One English <b>must</b> be chosen</i>	English A- Lang/Lit SL/HL
	English A- Literature SL/HL
	French A- Lang/Lit SL/HL
	*Language A Lit, School Supported Self-Taught (SL only)
<b>Group 2</b> Language Acquisition	French B SL/HL
	French Ab Initio (SL only)
	Spanish Ab Initio (SL Only)
	Spanish B SL/HL
<b>Group 3</b> Individuals & Society	World History SL/HL
	Economics SL/HL
	Global Politics SL/HL
<b>Group 4</b> Experimental Science	Biology SL/HL
	Chemistry SL/HL
	Physics SL/HL
	Computer Science SL/HL
	*Environmental Systems and Societies (ESS) SL
<b>Group 5</b> Mathematics	Mathematical Applications and Interpretation SL
	Mathematical Analysis and Approaches SL
	Mathematical Analysis and Approaches HL
<b>Group 6</b> Arts and IB Elective Courses	Drama SL/HL
	Music SL/HL
	Visual Arts SL/HL
	<b>Or:</b> A third language <b>or</b> a 2 <sup>nd</sup> choice in Group 3 or 4

\*ESS is a one-year course taught in Grade 12. It is strongly recommended that students take Grade 11 Forces of Nature (CGF3M) or Grade 11 Biology (SBI3U) or a suitable equivalent to be approved by the IB Coordinator. Students taking ESS or Biology HL must participate in the Huntsman Marine Biology Field Study Program which takes place one week prior to the start of the Grade 12 year. There is an additional cost of approximately \$880.

**IB Bilingual Diploma-** The International Baccalaureate Bilingual Diploma is awarded to Ashbury IB students who complete two IB Language A Group 1 courses, in English, French or a student's first language.

**Language A, Literature School Supported Self-Taught Courses**

Students may choose to continue to study their mother tongue through a Self-Taught Language A course (SL only). Taking French A or a Self-Taught language qualifies students for a Bilingual IB Diploma. Enrollment in Self-Taught courses is dependent upon the approval of the IB Coordinator. Students in Self-Taught Language A courses are required to pay additional fees for outside tutoring. Self-Taught Courses are awarded one Grade 12 Ontario credit only. **No Grade 11 credit is awarded.**

**IB Courses Available Online**

Diploma candidates have an opportunity to expand their learning with study in one IB course online that is outside of Ashbury's course offerings through **Pamoja Education**. Students can choose from Mandarin Ab initio, Business Management, Information Technology in a Global Society, Psychology, or Film. Certain conditions apply and students who are interested in taking online courses should speak to the IB Coordinator. It is important to note that, while Pamoja online courses count towards completion of the IB Diploma, **students are not granted an Ontario credit.**

**Ashbury College Extended Essay Preparation Workshop (Mandatory for full IB Diploma students)**

This course runs for one week at the end of June for Grade 11 IB Diploma students and is designed to provide the opportunity to work intensively on the essay. The goal of the workshop is for the students to complete the researching/data collection and outlining phases of their essays. They will conclude the week with individual presentations to their peers and supervisors, during which they will explain their research questions and the structure of their arguments. Students have access to their subject supervisors and are guided by the Ashbury librarian. Research time at the Carleton University library will be scheduled as required. **The cost of the program is \$225.**

### Sample IB Programs

Below are two sample programs tailored to individual students' interests and needs:

Group	Liberal Arts Student (Bilingual IB Diploma)	Science Student
1	English A Lit HL	English A Lang/Lit SL
2	French A Lang/Lit SL	French Ab Initio SL
3	History HL	Economics SL
4	Environmental Systems (ESS) SL	Chemistry HL
5	Mathematical Applications and Interpretation SL	Mathematics Analysis and Approaches HL
6	Visual Arts HL	Physics HL
CORE	TOK/CAS/EE	TOK/CAS/EE

### Conditions for Awarding the Diploma

IB scores are based on standard, external criteria on a scale of 1 to 7 points and are externally assessed by IB examiners worldwide. Full Diploma candidates take examinations in six courses, which means they have the potential to earn 42 points in their exam subjects. Up to three additional 'bonus' points may be awarded based on the combined assessment of the Extended Essay and Theory of Knowledge, which brings the overall maximum to 45. The IB Diploma is awarded when a student achieves 24 points or more out of the possible 42 points and successfully completes the Extended Essay and the Theory of Knowledge course. There are additional passing criteria for the IB Diploma. Please see the publication "Diploma Programme Regulations" on the IB website for the complete details regarding the award of the Diploma. ([bit.ly/IBRESOURCELIBRARY](http://bit.ly/IBRESOURCELIBRARY))

### IBSO Table of Equivalent Grades

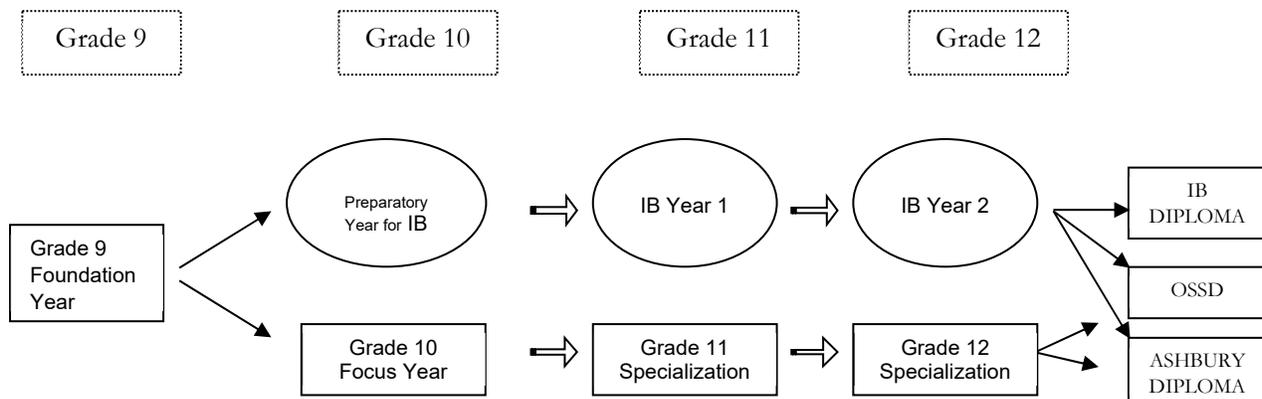
Because Ashbury IB students also earn the Ontario Secondary School Diploma (OSSD), their IB scores are converted to percentages using the IB Schools of Ontario (IBSO) scale to indicate the level of achievement in the Ontario curriculum. Both sets of grades, IB and Ontario, are shown on student university transcripts.

IB Grade	Ontario Percentage
7	97-100
6	93-96
5	84-92
4	72-83
3	61-71
2	50-60

## The Alignment of the IB and Ashbury College Programs of Study

The IB Diploma Programme is offered in alignment with the Ashbury Diploma and the OSSD, so that students may earn all three diplomas. Diagram 1 illustrates this as a two-tracked academic program, each beginning after Grade 9 and both resulting in a successful OSSD.

Diagram 1: Two Academic Paths: the IB Diploma Programme and the Ashbury Diploma



## University Recognition for the IB Diploma Programme

Universities and colleges benefit from recruiting and admitting students from IB programs in a range of ways, with IB programs developing the knowledge, skills and disposition students need to be successful throughout their university careers. Research suggests, for example, that IB students are more likely than their peers to complete their undergraduate degrees on time and pursue graduate work, and that they are more likely to be engaged in various aspects of university life. The CAS program also helps students to develop a strong co-curricular profile which can be advantageous in the university application process.

Universities value IB students for the following:

- time management skills and strong self-motivation
- notable academic ability
- strong research, writing and laboratory skills
- inquiry-based learning and critical-thinking abilities
- collaborative and inter-disciplinary skills
- an international outlook.

Since its inception in 1968 the IB Diploma has gained recognition and respect from the world's leading universities. The IB Diploma Programme and individual IB Diploma courses meet the requirements of the International Baccalaureate Organization and are recognized as credentials for admission by universities throughout the world. In North America the IB Diploma provides entry into colleges and universities in both Canada and the United States, often with advanced standing. Universities in North America look favourably upon applicants who have accepted the challenge of the IB Programme.

IB Diploma courses at the higher level (HL) are often the equivalent of first year university courses. If a student is able to achieve the required grade in a higher level course (usually a 5 or higher) some universities will offer advanced standing when the student applies for admission. All universities in Canada recognize the IB Diploma and set their own policies for admission and awarding of advanced standing.

**Table of OSSD Equivalencies for IB Diploma Grades**

<b>IB Score /7</b>	<b>IB Level</b>	<b>OSSD % Equivalent</b>	<b>OSSD Rubric Level</b>	<b>OSSD Range</b>
7+	Excellent	100	4+	95 – 100
7		98		
7-		97		
6+	Very Good	96	4	87 – 94
6		95		
6-		93		
5+	Good	92	4-	80 - 86
5		88		
5-		84		
4+	Satisfactory	83	3+	77 – 79
4		78		
4-		72		
3+	Mediocre	71	3-	70 – 72
3		66		
3-		61		
2+	Poor	60	2-	60 – 62
2		55		
2-		50		
1	Very Poor	< 50	R	< 50

## 2020 Summer Programs

### Ashbury College 2020 Summer Academic Program

This opportunity to advance during the summer in areas such as Mathematics, Science, Geography and Civics/Career Studies is typically offered at Ashbury through credit courses (110 hours) usually taught by Ashbury College faculty. Courses run from the end of June to the third week in July. Details of the summer academic program and registration information are found on the Ashbury College website.

### Ashbury College 2020 IB Summer Prep

This week-long program introduces students to the learning skills and concepts at the core of IB study. It connects language communication, mathematics, science, the human sciences and international perspectives. For IB students, this is a practical start to their work in the IB core requirements of the Extended Essay, Theory of Knowledge (TOK) and Creativity, Activity, Service (CAS). This program is designed for Grade 9 and 10 students preparing to begin the IB Diploma. The course is offered at the end of the summer, just before classes resume in September. **Fees can be found on the school website.**

## Academic Program Progression

### The Ashbury Foundation Year: Grade 9

All Ashbury students follow a common Grade 9 Foundation Year program. For the Foundation Year, seven core subjects are emphasized and there is an elective eighth course; there are limited options available from which students can choose. For example, students entering Grade 9 must choose between Music, Art or Drama for their Arts option. Another option involves studying Geography of Canada in French; opting for that course will help the student qualify for the Ashbury Bilingual Certificate (details of this program are found on page 10). The optional Technology courses are highly recommended; there students will learn essential computer skills and gain a fundamental understanding of modern computer and information technology that will enhance their future academic endeavours across the disciplines. Students starting Grade 9 in 2020 will be required to complete two online credits to graduate with the OSSD. Grade 9 students choose eight or nine courses depending on whether they include their online course in their timetable or choose to complete it outside of our regular timetable.

### The Focus Year: Grade 10

Grade 10 is known as the Focus Year, during which students develop a directed approach to their studies based on their academic strengths and interests, and diploma choice. They choose a pathway that will help them focus on the appropriate diploma for their secondary school education. The Ashbury pathways include: the Ashbury Diploma (which includes the OSSD), the Ashbury Bilingual Certificate (which includes the Ashbury Diploma and the OSSD), the IB Diploma (which includes the OSSD and the Ashbury Diploma), and the IB Bilingual Diploma (which includes the OSSD and the Ashbury Diploma). The Ashbury pre-IB sections of certain courses prepare students for eventual studies at the IB level in Grades 11 and 12. These enriched pre-IB courses are meant for students who wish to be challenged and have the capacity and desire to undertake a more rigorous secondary school program. Grade 10 students must choose eight courses.

### The Specialization Years: Grade 11 (IB Year I) and Grade 12 (IB Year II)

Grades 11 and 12 are the Specialization Years, during which students develop an increasingly individual approach to their studies based on their academic strengths and interests, and intended concentration at university. The final two years leading to graduation also correspond to the two-year IB Programme. Grade 11 students are expected to take a minimum of seven courses and are encouraged to include courses in science and physical education in their choice of subjects. Grade 12 students are expected to take a minimum of six courses, four of which must be coded University Preparation (4U), and must take enough courses to result in a total of at least 30 credits without regard to any current or proposed registration in courses delivered outside Ashbury College. All students are encouraged to have taken, in Grades 11 and 12, a total of seven Grade 12 University Preparation (4U) or University/College Preparation (4M) level courses in order to ensure the best possible student profile for university application purposes. A student transcript containing one to two University/College Preparation Level courses in Grade 12 will not diminish the quality of the student's profile for the purpose of university application.

### Pre-IB/Enriched and IB Courses

Generally speaking, our courses are offered at two levels, both of which meet university entrance requirements. In Grade 10, courses are streamed into Academic or Ashbury pre-IB/enriched levels. In Grades 11 and 12, students select from Ontario Academic or International Baccalaureate (IB) levels. IB-level courses are suggested for motivated students who have the interest and commitment to work at a faster pace and in more depth than required for the Ontario Academic level courses. As a guideline we recommend that a student have an average of 75% or greater in the prerequisite course for entry into a pre-IB/enriched or IB course.

## Selection of Courses

### Course Descriptions

The course descriptions in this guide follow a pattern that reflects the six subject areas of the IB, starting with English and followed by Modern Languages, Social Studies, the Experimental Sciences, Mathematics and Fine Arts, and concludes with Technology and Business Studies, and Physical and Health Education. Each section opens with a statement of the general aims of the subject area. Prerequisites are indicated, the explicit skills and attitudes that students will develop during the course are mentioned, and information about the IB is included. Each course is listed by title and code, with a brief outline of the course material.

### Course Codes

The Ministry of Education uses subject codes to identify Ontario secondary school courses. The first character denotes the area of study to which the course belongs, the second and third characters identify the specific course. The number identifies the year at which most students take the course, and the fifth character indicates the level of difficulty or type of course:

#### Courses in Grades 9-10:

D – Academic

O – Open

P – Applied

#### Course in Grades 11-12:

M – University/College Preparation

U – University Preparation

The sixth character in a course code gives more detailed information about the purpose of the course. For example, the two possible Economics courses taught in Grade 11 at Ashbury are CIE3U and CIE3UB. The “B” denotes an IB or pre-IB/enriched course. Other possibilities for the sixth character are: C (co-educational OR combined), E (enriched), F (taught in French OR all-female Healthy Active Living course), S (IB Standard Level), H (IB Higher Level) and M (male).

### Definition of a Credit

A credit is granted in recognition of the successful completion of a course which has been developed from an Ontario Ministry of Education guideline, and for which a minimum of 110 hours of instructional time has been scheduled.

### Course Prerequisites

A course is designated as a prerequisite if it provides background material that is necessary for the successful completion of the subsequent course. Although 50 % is a passing grade in every course, a minimum mark of 60 % is a more reliable predictor of success in the next course in that subject. Students wishing to take Grade 12 courses in Grade 11 need to check course-specific prerequisites. The Head of Senior School may waive the prerequisite requirements in exceptional circumstances.

### Course Selection Guidelines

During the Foundation and Focus Years, students are not required to make many choices between subjects, but from Grade 11 onward there are a number of elective courses available. It is essential that subject options are chosen within the context of a student’s entire academic program. Students should anticipate the courses they intend to take in subsequent years when making their selections. Details of the courses allocated for each of the Senior School grades at Ashbury are provided in this guide. Each student should select his or her program of study from the courses listed, after having carefully examined the course descriptions. It is the student’s responsibility to be informed of any prerequisite conditions, or other academic requirements, before completing his or her preliminary selection of courses.

## Outlines of Courses of Study and Ministry Policy Documents

The Outline of Course of Study for a course offered in the Senior School can be found on a teacher's class Edsby page. Students and parents are welcome to see these at any time. All Ontario curriculum policy documents are available on the Ontario Ministry of Education website: [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

### Academic Counselling

Ashbury College provides academic counselling to its students during the winter term, by invitation or on request, to help them make their course selections for the following school year. Students are counselled by the Director of Student Services, the IB Coordinator (students selecting the full IB Diploma Programme in Grades 11 and 12), the Grade 9 Academic Advisor (students selecting Grade 9 courses), the Grade 10 and 11 Academic Advisor (students selecting Grade 10 and 11 courses), and the Director of University Admissions (students selecting Grade 12 courses or seeking advice about university programs), in order to help them complete their course selection worksheet.

### There are four stages in the academic counselling/course selection process.

1. Information gathering: In late January and early February, every student attends an information session organized by the Student Services Office. They also receive information in their classes about the following year's options in certain subject areas. Students and parents may consult this document (*Senior School Academic Guide*) posted on the school's website. Students may also receive academic counselling through face-to-face interviews with an academic advisor. These "academic interviews" are mandatory for the students that the Student Services Office is specifically concerned about. However, any student may, through the Student Services Office, arrange to meet an academic advisor.
2. Course selection: Current students select their courses online by 9:00 am on February 22, 2020. Please note: The school course timetable is designed after course selections are received and is final by June 30. There is no guarantee that openings will remain in a course after that time so course selections must be made carefully; course changes are discouraged after the online course selection portal has closed. COURSE CHANGES WILL NOT BE EFFECTED DURING THE SUMMER MONTHS BETWEEN SCHOOL CLOSING AND THE FIRST DAY OF SCHOOL IN SEPTEMBER.
3. Review of student choices: The academic departments and academic advisors are available to review students' selections. The Director of University Admissions reviews the course selections of students entering Grade 12.
4. Verification of student choices by parents and academic advisors: Student course selections are entered online. Parents must approve student selections and students must return a printed, signed copy of their selections to their teacher advisor for delivery to academic advisors in the Student Services Office. Academic advisors will cross-reference printouts with online entries and will approve choices, having regard to previous achievement and mandatory pre-requisites, before enrolling a student in the courses the student has chosen.

**Class Placement**

Although students indicate their preference for Ontario Academic/University Preparation or Pre-IB/Enriched/IB level courses, final class placement is determined by the Student Services Office in consultation with the Department Heads. Such decisions are based on an evaluation of each student's classroom performance and end-of-year results, and are indicated in the individual timetables accessible to students before the start of the new school year. Some courses require a minimal level of achievement in the prerequisite course before registration will be accepted.

## Academic Policies

### Student Evaluation and School Reports

An Ashbury student's level of achievement is determined according to the provincial guidelines on student evaluation, *Growing Success (2010)*. Seventy percent of a student's final grade is based on evaluations conducted throughout the course and thirty percent of the grade is based on summative evaluations administered towards the end of the course. Our school year is comprised of three terms, Fall, Winter and Spring. A formal report, including percentage grades and written comments, is generated at the end of each term. A student's final mark may be affected in cases where academic dishonesty is proven (policy found in the *Student Handbook*). Mid-year evaluations are conducted in January in order to help prepare students for the final examinations in June. Each end-of-term report includes information about the student's level of achievement in courses taken that term. Summer school, online courses and night school credits obtained from schools accredited by the Ontario Ministry of Education will be recorded on the student's Ontario Student Transcript. However, they will not appear on Ashbury College reports during the academic year and will not be used to calculate term averages. The distinctions of Honour Roll (an overall average of 80-84%) and Scholar Roll (an overall average of 85% or above) will be calculated using the student's regularly scheduled courses taken at Ashbury College during the school year. To ensure that all students achieve the 30 credits they need to graduate with the OSSD by the end of their Grade 12 year, the 30<sup>th</sup> credit must be timetabled and achieved at Ashbury.

Students in Year I IB courses will receive an additional IB report (summer mailing) at the end of Year 1 (Grade 11) of their IB course(s). This report will indicate the student's progress using the 1-7 IB grading system and is based only on IB-style assessments done in the Grade 11 year. Students in the full IB Diploma Programme will also receive progress indicators for the Core aspects of the program (CAS, Extended Essay and Theory of Knowledge).

### Accommodations

Ashbury College provides assessment accommodations for students who have diagnosed exceptionalities documented in a psychoeducational assessment report, or illness or injury documented by a medical practitioner. As Ashbury College offers the International Baccalaureate Diploma and is a university preparatory school, our accommodation policies reflect those of the IB and are in line with what students would receive in university. Students with an Accommodation Plan are given the opportunity to write in the testing centre if need be. Ashbury College does not modify its curriculum, but we do accommodate for assessments with the understanding that we only offer academic level courses. If a student requires accommodations, they should schedule an appointment with the Director of Student Services to discuss the process. Further information on accommodations may be found in the *Student Handbook*.

### English as an Additional Language (ESL Courses)

Students whose first language is not English and who have studied for fewer than five years with English as the language of instruction may qualify for additional time on assessments. If a student thinks they may be eligible for this accommodation, they must submit a request to Student Services within the first month of school for a review of their educational history. The EAL Coordinator will review the request and make a determination. Students who qualify should consider taking one of the ESL courses offered.

### The Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. Principals are required to collect information for inclusion in the OSR for each student enrolled in the school and to establish, maintain, retain, transfer, and dispose of the OSR. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario. The Ontario Student Record (OSR) Guideline sets out the policies with regard to the establishment of the OSR; the responsibility for the OSR; the components of the OSR; access to the OSR; the use and maintenance of the OSR; the transfer of the OSR; the retention, storage, and destruction of information in the OSR; and the correction or removal of

information in the OSR. Every student has the right to access their OSR. A student's parents also have the right to view this file until the child becomes an adult. Students and parents wishing to check the student's OSR may do so by making an appointment with the Director of Student Services or the Head of Senior School. Ashbury College's administrators and teachers have access to the student's OSR for the purpose of improving the instruction of the students.

### **The Ontario Student Transcript (OST)**

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon the student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder.

The transcript will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;
- a list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;

Note:

- Only one credit will be granted for a course that a student has successfully completed twice.
- Please note the Full Disclosure requirements listed below
- confirmation that the student has completed the community involvement requirement;
- confirmation that the student has completed the provincial secondary school literacy requirement;
- confirmation that a student in a Specialist High Skills Major has completed all the requirements (see section 9.2 of the Ontario Schools: Policy and Programs Requirements document).

The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement (see section 6.2) and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

### **Full Disclosure**

All Grade 11 and Grade 12 courses are subject to a Full Disclosure policy (Ministry of Education OST Manual). All courses in which a student is registered as of five instructional days after the issuance of the March Report are recorded on a student's transcript whether or not the course has been successfully completed. In addition, any repeated courses are recorded on a student's transcript.

### **Prior Learning Assessment and Recognition**

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside an Ontario secondary school. The equivalency process assesses credentials from other jurisdictions and is automatically initiated when a student arrives at the school from a school outside Ontario.

## Course Changes

Students are encouraged to choose their courses carefully, in consideration of their post-secondary goals. Course changes after online entry are discouraged but can be made during the spring term before the course timetable for the following year is set. **NO COURSE CHANGES WILL BE EFFECTED DURING THE SUMMER MONTHS BETWEEN SCHOOL CLOSING AND THE FIRST DAY OF SCHOOL.** Students may apply for course changes after the new school year has started, although timetable constraints may limit choice at this stage. Approval for changes in September must be given in writing on a Course Change Application Form by the academic department(s) involved, the parent or guardian, and academic advisors in the Student Services Office. Students may not enrol in a new course after October 16. **Students are not permitted to change courses or sections because of teacher preference.**

## Course Limitations

Where there is insufficient enrolment in a particular subject, Ashbury College may withdraw the course. Similarly, there is no guarantee against timetable conflicts or over-subscribed courses. In such cases, students are advised as early as possible, and given every opportunity to find a suitable alternative course.

## Timetable

Our timetable consists of eight blocks and students will have four classes per day. We have an eight-day rotation where each class will meet four times. Classes are 80 minutes long.

## Substitution for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the OSSD, substitutions may be made for a limited number of compulsory courses from the remaining courses offered at Ashbury. The decision to make a substitution for a student will be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student requests a substitution, the Head of Senior School will determine whether a substitution should be made.

## School Attendance

A student must remain in school until he or she has reached the age of 18 or obtained an Ontario Secondary School Diploma.

## 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 a student who plans to take certain vocational programs or other kinds of further training, or who plans to find employment after leaving school.

## University Admissions

Ashbury College is committed to providing academic counselling to all students at various stages of their high school careers, with a view to ensuring that they pursue courses of study appropriate to challenge their interests and abilities. Admission to universities requires the OSSD (some universities will admit students on the basis of their IB Diploma), including a minimum of six 4U/M courses. Some universities will only accept two 4M courses, depending on the university and program, as part of the courses used in the admissions average. The following listing provides **general guidelines** and should be carefully verified against specific institution requirements.

Faculty/Program	Recommended Minimum Admission Average Range	12U Prerequisites
Arts: Humanities & Social Sciences	High 70s to mid 80s	English (one math, or language other than English often recommended) plus best five 4U courses.
Science	Low to high 80s	English, Advanced Functions (MHF4U) and Calculus and Vectors (MCV4U), two sciences*, plus best 4U course.
Engineering/ Applied Science	Mid 80s to low 90s	English, Advanced Functions (MHF4U) and Calculus and Vectors (MCV4U), Chemistry, Physics, plus best 4U course.
Commerce/Business/ Business Administration	Mid 80s to low 90s	English and 2 maths; Advanced Functions (MHF4U) and one other 4U math† course normally required, plus best three or four 4U courses
Fine Arts – includes Music, Visual Arts, Theatre and Architecture	Mid 70s*	English, and strongly recommend appropriate Grade 12 Fine Arts course; *Portfolios, interview/audition are an important part of the application and admission process

A comprehensive program of university counselling is offered throughout the final year of high school. Detailed information about this program is sent to parents of graduating students in September, and an evening Information Meeting is scheduled at the beginning of the school year. Students are encouraged to meet regularly with the University Admissions Counsellor, to attend information meetings held at Ashbury with liaison representatives and admissions officers from universities across Canada and the US, and to visit college campuses for a first-hand look.

\* Please check individual university science programs as the sciences may vary depending on the major.

† Please check individual universities, as the 2<sup>nd</sup> math course may vary depending on the university.

## COURSE OFFERINGS BY GRADE

### Grade 9: The Foundation Year

Grade 9 students at Ashbury take eight compulsory subjects; students who complete a reach ahead credit before the start of Grade 9 may choose one elective. The compulsory subjects consist of: English, French, Canadian Geography or *Géographie du Canada*, Science, Mathematics, Arts (Music, Art or Drama), Physical and Health Education and Information and Communication Technology in Business. Grade 9 English taken at Ashbury College is also required for the Ashbury Diploma.

#### English

English .....ENG1D

#### English as a Second Language

English as a Second Language, Level 3 ..... ESLCO

English as a Second Language, Level 4 .....ESLDO

English as a Second Language, Level 5 ..... ESLEO

#### Modern Languages

French: Core/Extended/Immersion .....FSF1D/FEF1D/FIF1D

Introductory French, Open level: Grade 9 /Grade 10 ..... FSF1O/FSF2O

Spanish, Level 1 ..... LWSBD

Simplified Chinese, Level 1 ..... LKBBD

#### Social Studies

Geography of Canada ..... CGC1D

*Géographie du Canada* (Ashbury Bilingual Certificate course) .....CGC1DF

#### Science

Foundations of Science..... SNC1D

#### Mathematics

Principles of Mathematics/Enriched..... MPM1D/MPM1DE

#### The Arts

Art..... AVI1O

Drama ..... ADA1O

Music, Open level/ Music, Enriched level ..... AMU1O/AMU1OE

#### Business Studies and Technology

Introduction to Business, Grade 10.....BBI2O

*Initiation aux affaires*, Grade 10 (Ashbury Bilingual Certificate course) ..... BBI2OF

Introduction to Computer Studies, Grade 10 ..... ICS2O

Information and Comm Tech in Business .....BTT1O/N

Communications Technology, Grade 10 .....TGJ2O

#### Physical and Health Education

Healthy Active Living Education – Boys..... PPL1OM

Healthy Active Living Education – Girls..... PPL1OF

#### Guidance and Careers

Learning Strategies I ..... GLS1O

## Grade 10: The Focus Year

Ashbury's Grade 10 students take six compulsory subjects consisting of: English, Canadian History, Science, Mathematics, Physical and Health Education, and a half-course each in Civics and Career Studies and two electives. Grade 10 English taken at Ashbury College is also required for the Ashbury Diploma.

### English

English / Enriched ..... ENG2D/ENG2DE

### English as a Second Language

English as a Second Language, level 3 ..... ESLCO

English as a Second Language, Level 4 ..... ESLDO

English as a Second Language, Level 5 ..... ESLEO

### Modern Languages

French: Core/Extended/Immersion.....FSF2D/FEF2D/FIF2D

French, Open level: Grade 9/Grade 10.....FSF1O/FSF2O

Spanish, Level 1/Spanish, Level 2 .....LWSBD/LWSCU

Simplified Chinese, Level 1/Level 2.....LKBBB /LKBCU

### Social Studies

Canadian History Since WWI: ESL/Academic/pre-IB .....CHC2P/CHC2D/CHC2DB

*Histoire du Canada* (Ashbury Bilingual Certificate course) .....CHC2DF

Civics and Citizenship (compulsory half-credit course) .....CHV2O

*Éducation à la citoyenneté* (Ashbury Bilingual Certificate course) .....CHV2OF

Forces of Nature: Physical Processes and Disasters .....CGF3M

### Science

Foundations of Science / pre-IB.....SNC2D/SNC2DE

### Mathematics

Principles of Mathematics / Functions pre-IB .....MPM2D/MCR3UB

### The Arts

Art.....AVI2O

Drama .....ADA2O

Music.....AMU2O

### Business Studies and Technology

Introduction to Business.....BBI2O

*Initiation aux affaires*, Grade 10 (Ashbury Bilingual Certificate course) .....BBI2OF

Introduction to Financial Accounting .....BAF3M

Introduction to Computer Science .....ICS3U

Introduction to Design Technology .....TDJ3M

### Physical and Health Education

Healthy Active Living Education – Boys.....PPL2OM

Healthy Active Living Education – Girls.....PPL2OF

### Guidance and Careers

Learning Strategies I .....GLS1O

Career Studies (compulsory half-credit course) .....GLC2O

*Exploration des choix de carrière* (Ashbury Bilingual Certificate course) .....GLC2OF

## Grade 11: The Specialization Years / IB Year 1

A minimum of seven courses is required, including one English course and a Mathematics course. Students who do not take a Grade 11 science course must take a technology/computer science course in a previous year or in Grade 11, or an additional French as a second language course if that option has not already been used as a compulsory credit, to fulfill compulsory OSSD requirements. The electives may be chosen from any of the courses listed subject to any applicable prerequisites. IB Diploma candidates start their program this year. The Global Studies credit required for the Ashbury Diploma can be taken this year.

### English

IB English Language and Literature/ IB English Literature ..... ENG3U /ENG3UB

### English as a Second Language

English as a Second Language, Level 4 .....ESLDO

English as a Second Language, Level 5 ..... ESLEO

### Modern Languages

French: Core/Extended/Immersion..... FSF3U/FEF3U/FIF3U

Introductory / IB French Ab initio Part I ..... FSF1O/B

IB French, Core/Extended/Immersion ..... FSF3UB/FEF3UB/FIF3UB

Spanish, Level 1/Level 2/ Level 3 .....LWSBD/LWSCU/LWSDU

IB Spanish, Part I/ Part II / Part III ..... LWSBDB/ LWSCUB/LWSDUB

Simplified Chinese, Level 1/Level 2..... LKBBB /LKBCU

### Social Studies

American History .....CHA3U

IB History, Part I .....CHY4UB

World History since the Fifteenth Century .....CHY4U

IB Global Politics, Part 1 / Canadian and World Politics .....CPW4UB

Forces of Nature: Physical Processes and Disasters .....CGF3M

IB Theory of Knowledge.....HZT4UB

*Défis et changements sociaux* (Ashbury Bilingual Certificate course) .....HSB4UF

World Issues: A Geographic Analysis .....CGW4U

*Enjeux Mondiaux* (Ashbury Bilingual Certificate course) .....CGW4UF

### Science

Biology/IB Biology ..... SBI3U/SBI3UB

Chemistry/IB Chemistry .....SCH3U/SCH3UB

Physics/IB Physics .....SPH3U/SPH3UB

Earth and Space Science .....SES4U

### Mathematics

Functions and Applications / IB Applications and Interpretations..... MCF3M

Functions.....MCR3U

IB Math Analysis and Approaches SL (two credit option MCR3UC & MHF4UC).....MCR3UC

IB Math Analysis and Approaches SL / HL..... MHF4UB/MHF4UH

### The Arts

Visual Arts / IB Visual Arts.....AVI3M/AVI3MB

Dramatic Arts/ IB Theatre .....ADA3M/ADA3MB

Music/ IB Music .....AMU3M/AMU3MB

### Business Studies and Technology

Introduction to Financial Accounting.....BAF3M

The Individual and the Economy/IB Economics: Year I ..... CIE3M/CIE3MB

Business Leadership, Grade 12 .....BOH4M

Communications Technology.....TGJ3M

Design Technology .....TDJ3M

Introduction to Computer Science, Grade 11/ IB Year I..... ICS3U/ICS3UB

Computer Science, Grade 12 ..... ICS4U

### Physical and Health Education

Healthy Active Living Education – Co-ed..... PPL3OC

## Grade 12: The Specialization Years — Graduation / IB Year 2

In Grade 12, students take one English course and five or six elective subjects based on their intended area of concentration at university. To graduate with an Ashbury Diploma, Grade 12 students are required to take the Global Studies credit, if not already taken in Grade 11.

### English

IB English Language and Literature/ IB English Literature .....ENG4US/4UH / ENG4UB  
The Writer's Craft..... EWC4U

### Modern Languages

French: Core/Extended/Immersion..... FSF4U/FEF4U/FIF4U  
Introductory / IB French Ab initio Part II ..... FSF2O/FSF2OB  
IB French, Core/Extended/Immersion .....FSF4UB/FEF4UB/FIF4UB  
Spanish, Level 2 /IB Ab initio Year II..... LWSCU/LWSCUB  
Spanish, Level 3 /IB Language B Year II..... LWSDU/LWSDUB

### Social Studies

World History since the Fifteenth Century .....CHY4U  
IB History, Year II..... IDC4UB  
IB Global Politics, Year II/Canadian and International Law..... CLN4UB  
World Issues: A Geographic Analysis .....CGW4U  
*Enjeux Mondiaux* (Ashbury Bilingual Certificate course) .....CGW4UF  
Canadian and World Politics.....CPW4UB  
Challenge and Change in Society.....HSB4U  
*Défis et changements sociaux* (Ashbury Bilingual Certificate course) .....HSB4UF

### Science

Biology/IB SL/IB HL .....SBI4U/SBI4UB/SBI4UH + SBI9IB  
Chemistry/IB SL/IB HL.....SCH4U/SCH4UB/SCH4UH + SCH9IB  
Physics/IB SL/IB HL.....SPH4U/SPH4UB/SPH4UH + SPH9IB  
IB Environmental Systems SL /Environment and Resource Mgt.....CGR4MB + SBI9IB

### Mathematics

Advanced Functions.....MHF4U  
Calculus and Vectors ..... MCV4U  
Data Management.....MDM4U  
IB Math Applications and Interpretations SL.....MDM4UB  
IB Math Analysis and Approaches SL ..... MCV4UB  
IB Math Analysis and Approaches HL (2 credit option) ..... MCV4UH and MDM4UH

### The Arts

Visual Arts / IB Visual Arts..... AVI4M+ AVI9IB /AVI4MB + AVI9IB  
Dramatic Arts/IB Theatre.....ADA4M/ADA4MB  
Music / IB Music.....AMU4M / AMU4MB

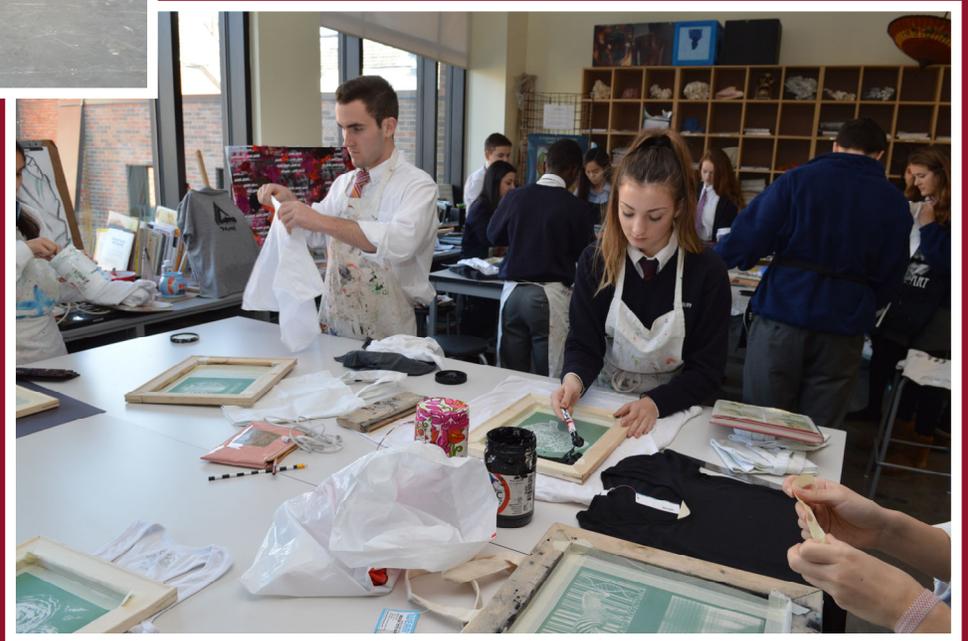
### Business Studies and Technology

Business Leadership: Management Fundamentals .....BOH4M  
Analysing Current Economic Issues ..... CIA4U  
IB Economics, Year II .....CIA4UB  
Computer Programming/IB Computer Science SL / HL ..... ICS4U/ICS4UB/ICS4UH

### Physical and Health Education

Kinesiology .....PSK4U  
Recreation and Healthy Active Living Leadership – Co-ed.....PLF4M

# COURSE DESCRIPTIONS



## COURSE DESCRIPTIONS

### English

English is a compulsory subject at each grade level, and students need a minimum of four English credits to graduate. The English department supports the Ontario Ministry of Education's goal of fostering the use of language as a means of communication and an instrument of thought. In every program, activities are designed to facilitate improvement in the students' skills of listening, reading, speaking and writing in preparation for university study. We strongly recommend that students enrolled at Ashbury take English at Ashbury during the regular academic year to be best prepared for university. To graduate with the Ashbury Diploma, all English courses must be taken at Ashbury. All Ashbury students complete the IB English program and write either the IB Literature or IB Language and Literature examination in May of their grade 12 year.

#### English, Grade 9, Academic

ENG1D

*Prerequisite: none*

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse 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. More specifically, this course includes the following: the analytical reading of a balanced selection of poetry, prose, drama and film; the development of formal essay writing skills; creative writing; and the continuation and expansion of the study of grammar. Students develop the ability to formulate a thesis and support it in essays and oral presentations with clear discussion and judiciously chosen text references.

#### English, Grade 10, Academic / Grade 10, Enriched Academic

ENG2D / ENG2DE

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

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

#### English, Grade 11, University Preparation / IB Language and Literature Year I

ENG3U

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

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

Students from ENG3U go into ENG4U and write the IB Language and Literature examination in May of grade 12. To prepare students for this examination, this course places particular emphasis on the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption.

**English, Grade 11, University Preparation / IB Literature Year I****ENG3UB***Prerequisite: English, Grade 10 Academic or English, Grade 10 Enriched Academic*

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

Students from ENG3UB go into ENG4UB and write the IB Literature examination in May of grade 12. To prepare students for this examination, this course places particular emphasis on the analysis of literary texts. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

**\* This course includes two mandatory play performances at Ottawa venues, approximate cost \$40-60 (costs vary year to year depending on which plays are chosen).**

**English, Grade 12, University Preparation / IB Language and Literature Year II****ENG4US/H***Prerequisite: English, Grade 11, University Preparation or IB English, Grade 11, University Preparation*

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

ENG4U fulfills Ministry of Education requirements as well as those of the second year of the two-year IB Language and Literature program. Students may choose IB Standard level (S) or Higher level (H).

**English, Grade 12, University Preparation / IB Literature Year II****ENG4UB***Prerequisite: IB English, Grade 11, University Preparation*

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

ENG4UB fulfills Ministry of Education requirements as well as those of the second year of the two-year IB Literature program with special emphasis placed on the study of literature from a variety of regions and time periods.

**English: The Writer's Craft, Grade 12, University Preparation****EWC4U***Prerequisite: ENG3U/ 3UB.*

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. This course is designed for students who would like to enhance their communication skills. Media arts and a variety of writing styles are used as models in the course, but students are challenged to develop in an original manner. They complete a portfolio of work in drama, prose, poetry and film. Students are required to prepare an independent study project during the course of the year. IB Diploma students may count their activities undertaken as part of this course towards the completion of their Creativity, Activity, Service (CAS) program.

## English as an Additional Language (ESL)

According to the Ontario Ministry of Education, it takes “five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes (*Growing Success*, 2010, page 75)”. New students who are English language learners take a placement test when they arrive at Ashbury to ascertain if any special language programs are required. The courses in the EAL program are designed to assist the integration of English language learners as quickly as possible into the mainstream English program by developing the student’s ability in all areas of linguistic competence. Admission of international students to some North American universities may be contingent upon a minimum Test of English Language Proficiency (TOEFL/IELTS) score; the minimum varies from one university to another.

### English as a Second Language, Level 3, Open

ESLCO

*Prerequisite: ESL Level 2 or equivalent‡*

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

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

ESLDO

*Prerequisite: ESL Level 3 or equivalent*

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

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

ESLEO

*Prerequisite: ESL Level 4 or equivalent*

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.

---

‡ “Equivalent” may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

## Modern Languages

The Modern Languages department offers Ontario and IB curriculum courses. Students at Ashbury College may write IB examinations at five levels of difficulty in French and three in Spanish.

### The French Program

The French program's four streams (Introductory, Core, Extended and Immersion) are designed not only to surpass the Ontario curriculum's expectations in every course offered, but also to meet the IB requirements in the five levels of IB French offered at Ashbury. Small classes and careful placement ensure that each student studies at his or her optimum level. Student placement is based on the results from diagnostic testing that takes place during the first few weeks of school. French is the language of the classroom, and in all activities the goal is direct communication in French. Classroom work is supplemented with media resources, oral/aural activities, the use of technology, and excursions to the NAC, Salle Odyssee, or Théâtre La Nouvelle Scène, to see plays when they are relevant to the program. All aspects of linguistic competence (listening, speaking, reading and writing) as well as creative and critical skills are developed with eclectic teaching strategies. The five IB examinations offered in French are the following, in decreasing order of language proficiency: French A Language and Literature HL and SL, French B Acquisition of Language HL and SL, French ab initio SL.

To maximize exposure to the French language, students in this program are encouraged to strive for the Ashbury Bilingual Certificate by earning eight credits in courses taught in French (in addition to satisfying the conditions of the Ashbury Diploma). These courses must include four French courses at the Extended or Immersion level, and four credits for courses taught in French: Grade 9 *Géographie du Canada*, two Grade 10 half-credit courses, *Education à la citoyenneté* and *Exploration des choix de carrière*, Grade 10 *Histoire du Canada*, Grade 10 *Initiation aux affaires*, Grade 12 *Changements et défis sociaux* and/or Grade 12 *Le Canada et le monde: une analyse géographique*. Grade 11 students tracking the Ashbury Bilingual Certificate will be permitted to take Grade 12 *Changements et défis sociaux*.

### Introductory French

The Introductory French program is designed for students who have little or no previous experience in the language. It is therefore intended for students who wish to develop basic skills in French communication, and for those seeking an additional IB language at the ab initio level; the IB examination will be written in Grade 12.

#### Introductory French, Grade 9, Open / IB French ab initio Year I

FSF10 / FSF10B

*Prerequisite: None*

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning. This course constitutes the first part of a two-year program leading to the IB French ab initio examination, which is written in the student's final year. IB ab initio students will take this course in grade 11 to prepare for the IB examination in the final year.

**Introductory French, Grade 10, Open/IB French ab initio Year II****FSF2O/FSF2OB***Prerequisite: Core French, Grade 9, Open or Applied*

This course provides opportunities for students to speak French in guided and structured interactive settings. Students will communicate about matters of personal interest and familiar topics through listening, speaking, reading, and writing in real-life situations, using print, oral, visual, and electronic texts. Students will develop a general understanding and appreciation of diverse French-speaking communities, as well as skills necessary for lifelong language learning. IB ab initio students will take this course in grade 12 and will write the IB French ab initio SL examination in May.

**Core French**

The Core French program is offered to students who have taken Core French in their previous school. This program can lead to the IB French B SL examination.

**Core French, Grade 9, Academic****FSF1D***Prerequisite: Minimum of 600 hours of elementary Core French instruction or equivalent*

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

**Core French, Grade 10, Academic****FSF2D***Prerequisite: Core French, Grade 9, Academic or Applied*

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

**Core French, Grade 11, Univ. Preparation / IB French B SL, Year I****FSF3U / FSF3UB***Prerequisite: Core French, Grade 10, Academic*

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

**\* This course includes one mandatory play performance or cultural outing at an approximate cost of \$20-30 (costs vary year to year depending on which activity is chosen).**

**Core French, Grade 12, Univ. Preparation / IB French B SL, Year II**

FSF4U / FSF4UB

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

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

**\* This course includes one mandatory play performance or cultural outing at an approximate cost of \$20-30 (costs vary year to year depending on which activity is chosen).**

**Extended French**

Extended French courses are designed for students who have studied French in an immersion-type program or an equivalent program. Extended level courses typically study language and literary classics from France, Québec and the rest of the francophone world. Students in this program are encouraged to strive for the Ashbury Bilingual Certificate by earning eight credits in courses taught in French (in addition to satisfying the conditions of the Ashbury Diploma). This program can lead to the IB French B SL/HL examination.

**Extended French, Grade 9, Academic**

FEF1D

*Prerequisite: Minimum of 1260 hours of French instruction, or equivalent*

This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**\* This course includes two mandatory play performances or cultural outings at an approximate cost of \$40-60 (costs vary year to year depending on which activity is chosen).**

**Extended French, Grade 10, Academic**

FEF2D

*Prerequisite: Extended French, Grade 9, Academic*

This course provides extensive opportunities for students to use their communication skills in French and to apply language learning strategies. Students will develop their skills in listening, speaking, reading, and writing by responding to and interacting with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the French language through the study of French authors. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**\* This course includes two mandatory play performances or cultural outings at an approximate cost of \$40-60 (costs vary year to year depending on which activity is chosen).**

**Extended French, Grade 11, Univ. Prep. / IB French B SL/HL, Year I****FEF3U / FEF3UB***Prerequisite: Extended French, Grade 10, Academic*

This course provides opportunities for students to communicate about concrete and abstract topics in various situations. Students will consolidate and refine their skills in listening, speaking, reading and writing by applying language learning strategies, as well as critical thinking skills, in a variety of real-life contexts. Students will develop their knowledge of the French language through the study of contemporary French authors and well-known French European authors. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. This course prepares IB students for the French B SL/HL examination to be written in May of the following year.

**\* This course includes two mandatory play performances or cultural outings at an approximate cost of \$40-60 (costs vary year to year depending on which activity is chosen).**

**Extended French, Grade 12, Univ. Prep. / IB French B SL/HL, Year II****FEF4U / FEF4UB***Prerequisite: Extended French, Grade 11, University Preparation*

This course further emphasizes the consolidation of communication skills required to interact in French for various purposes about concrete and abstract topics. Students will independently apply language learning strategies in a variety of real-life and personally relevant contexts in listening, speaking, reading and writing, and will broaden their creative and critical thinking skills through responding to and analyzing various oral and written texts. Students will increase their knowledge of the French language through the study of Canadian and international French literature. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. This course prepares IB students for the French B SL/HL examination in May.

**\* This course includes two mandatory play performances or cultural outings at an approximate cost of \$40-60 (costs vary year to year depending on which activity is chosen).**

**Immersion French**

The Immersion-level French program challenges our strongest French immersion and francophone students. The courses in this program are designed to prepare our highly motivated bilingual students to write the IB French A Language and Literature Standard Level or Higher Level examination during their final year. Students in this program are encouraged to strive for the Ashbury Bilingual Certificate by earning eight credits in courses taught in French (in addition to satisfying the conditions of the Ashbury Diploma).

**Immersion French, Grade 9, Academic****FIF1D***Prerequisite: Minimum of 3800 hours of French instruction, or equivalent*

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well as their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian and francophone literature. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

**\* This course includes two mandatory play performances or cultural outings at an approximate cost of \$40-60 (costs vary year to year depending on which activity is chosen).**

**Immersion French, Grade 10, Academic****FIF2D***Prerequisite: French Immersion, Grade 9, Academic or Applied*

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

**\* This course includes two mandatory play performances or cultural outings at an approximate cost of \$40-60 (costs vary year to year depending on which activity is chosen).**

**Immersion French, Grade 11, Univ. Preparation /  
IB French A Language & Literature SL/HL, Year I****FIF3U / FIF3UB****Prerequisite: French Immersion, Grade 10, Academic**

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. This course prepares IB students for the French A Language and Literature SL or HL examination to be written in May of the following year.

**\* This course includes two mandatory play performances or cultural outings at an approximate cost of \$40-60 (costs vary year to year depending on which activity is chosen).**

**Immersion French, Grade 12, Univ. Preparation /  
IB French A Language & Literature SL/HL, Year II****FIF4U / FIF4UB***Prerequisite: French Immersion, Grade 11, University Preparation*

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. This course prepares IB students for the French A Language and Literature SL/HL examination in May.

**\* This course includes two mandatory play performances or cultural outings at an approximate cost of \$40-60 (costs vary year to year depending on which activity is chosen).**

## Spanish

The Spanish program at Ashbury consists of three levels of difficulty. The introductory level (LWSBD) introduces the students to the language and lays the foundations for further studies. By the end of the intermediate level (LWSCU), the students have mastered the basic skills of the written and spoken language. The advanced level (LWSDU) further develops linguistic knowledge, and explores Hispanic civilization and literary texts. The Spanish program could lead to the IB Spanish B SL/HL and ab initio examinations.

### **Spanish Level 1, Academic /IB Spanish Ab Initio, Year I**

**LWSBD/LWSBDB**

*Prerequisite: None*

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning. Classes are taught in Spanish as much as possible. IB students in this course will be preparing for IB Spanish examinations to be written in subsequent years.

### **Spanish Level 2 Univ. Preparation/ IB Ab Initio, Year II, Spanish B, Year I**

**LWSCU / LWSCUB**

*Prerequisite: Spanish, Level 1, Academic or permission of the department*

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning. Some students will be able to write the IB Spanish ab initio examination at the end of this course.

### **Spanish Level 3 Univ. Preparation / IB Spanish B, Year II,**

**LWSDU / LWSDUB**

*Prerequisite: Spanish, Level 2, University Preparation or permission of the department*

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning. At the end of this course, students are prepared to write the IB Spanish B SL/HL examination. **Please note:** this course is not appropriate for native speakers of Spanish.

## International Languages

### **Simplified Chinese Level 1, Academic**

**LKBBD**

*Prerequisite: None*

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

### **Simplified Chinese Level 2, Academic**

**LKBCU**

*Prerequisite: Simplified Chinese, Level 1, Academic*

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

### **IB International Languages, Level 3 University Preparation**

**LBADU-LYXDU**

*Prerequisite: International Languages, Level 3, Univ. Preparation, or equivalent*

This course prepares students for university studies in the international languages. 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.

This is a self-study two-year course, under supervision of a tutor, that prepares IB students for the IB Language A Literature SL exam in May.

## Social Studies

The OSSD requires that students take Grade 9 Canadian Geography, Grade 10 Canadian History Since World War I, and Grade 10 Civics/Career Studies. The Ashbury College Diploma requires that students complete at least one of the following courses: Grade 12 World History or IB History Year I (CHY4U or CHY4UB), Grade 12 World Issues: A Geographic Analysis (CGW4U or CGW4UF), Grade 12 Economics or IB Economics (CIA4U or CIA4UB), or Canadian and World Politics/IB Global Politics Year I (CPW4UB). Philosophy (HZT4UB) is required in IB Year I as the IB Theory of Knowledge credit.

**International Baccalaureate:** IB examinations are offered in History, and Global Politics.

## Geography

The Ashbury courses in Geography provide students with an understanding of the physical and human dimensions of their environment, and assist them in developing a global perspective of the world.

### **Issues in Canadian Geography / Géographie du Canada, Grade 9, Academic** CGC1D/CGC1DF

*Prerequisite: None*

This course is offered in English and French; the French course counts as a credit towards the Ashbury Bilingual Certificate. Students in the French course must be enrolled in Extended or Immersion French. This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

### **Forces of Nature: Physical Processes and Disasters, Grade 11, University/College Preparation** CGF3M

*Prerequisite: Geography of Canada or Géographie du Canada, Grade 9, Academic*

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings. This course leads to any Grade 12 university/college preparation course in Canadian and world studies.

### **World Issues: A Geographic Analysis / Enjeux Mondiaux, Grade 12, University Preparation** CGW4U / CGW4UF

*Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities. Recommended: Grade 11 Physical Geography.*

This course is offered in English and French; the French course counts as a credit towards the Ashbury Bilingual Certificate. Students in the French course must be enrolled in Extended or Immersion French. This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world. This course fulfills the Global Studies requirement for the Ashbury Diploma.

## History

The History program comprises an integrated series of courses leading to Standard and Higher Level IB History. The complementary nature of the OSSD and IB History courses permits students to obtain credits in both programs. Classes in World History are streamed into IB and OSSD sections. Students who choose not to study IB History may enroll in American History (CHA3U) and World History (CHY4U).

### **Civics and Citizenship / Éducation à la citoyenneté, Grade 10, Open** **CHV2O / CHV2OF**

*Prerequisite: None*

This course is offered in English and French; the French course counts as a credit towards the Ashbury Bilingual Certificate. Students in the French course must be enrolled in Extended or Immersion French. This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. It is a compulsory OSSD half-credit course.

### **Canadian History Since World War I, Grade 10, Academic** **CHC2D / CHC2DF** **/ Histoire du Canada depuis la Première Guerre mondiale, 10e année**

*Prerequisite: None*

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. This course is offered in English and French; the French course counts as a credit towards the Ashbury Bilingual Certificate. Students in the French course must be enrolled in Extended or Immersion French.

### **Pre-IB Canadian History Since World War I, Grade 10, Academic** **CHC2DB**

*Prerequisite: None*

This course covers the same topics and teaches the same skills as the Academic level course described above (CHC2D). However, it is taught at an accelerated pace and explores the various topics in greater depth than the Academic level course. This course (CHC2DB) leads to the first year of IB Standard and Higher Level History (CHY4UB).

### **Canadian History Since World War I, Grade 10, Applied** **CHC2P**

*Co-requisite: Enrollment in an ESL course.*

Enrollment in this course is solely for English Language Learners registered in a course in the ESL program. Placement in this course will be based on the recommendation of the EAL Coordinator. This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

**American History, Grade 11, University Preparation****CHA3U***Prerequisite: Canada in the Twentieth Century, Grade 10, Academic*

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will explore the historical context of key developments that shaped the United States, its identity and culture, and its role in the global community. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating forces in American history.

**World History since the Fifteenth Century, Grade 12, University Preparation****CHY4U***Prerequisite: Any university preparation course in Canadian and World Studies, English or social sciences and humanities in Grade 11*

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

**IB History, Year I: World History since the Fifteenth Century, Grade 12, University****CHY4UB***Prerequisite: Any university preparation course in Canadian and World Studies, English or social sciences and humanities in Grade 11. IB students are permitted to take this course in Grade 11.*

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and assess societal progress or decline in world history. Emphasis is placed on research skills and formal essay writing. IB students develop the necessary skills for success in the IB Extended Essay. IB students take this course to complete the first year of Standard or Higher Level IB History and to prepare to write IB History Papers One, Two and Three. This course fulfills the Global Studies requirement for the Ashbury Diploma.

**IB History, Year II: Change and Continuity in 20th Century Society Grade 12, University Preparation****IDC4UB***Prerequisite: IB History, part 1 (CHY4UB)*

Focusing on historical events of the 20<sup>th</sup> century, this course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge. IB students take this course to complete the second year of Standard or Higher Level IB History and to prepare to write IB History Papers One, Two and Three.

**IB Global Politics, Year I / Canadian and World Politics  
Grade 11/IB Year 1 or Grade 12, University Preparation**

**CPW4UB**

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

This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups, and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical thinking and communication skills to develop and support informed opinions about current political conflicts, events and issues. Grade 11, IB Year 1 students take this course as Group 3 or Group 6 SL or HL to complete Year 1 of IB Global Politics. Students who are not in the IB Diploma Programme may take this course in Grade 12. This course fulfills the Global Studies requirement for the Ashbury Diploma.

**IB Global Politics, Year II / Canadian and  
International Law, Grade 12, University Preparation**

**CLN4UB**

*Prerequisite: IB Global Politics, Part 1 (CPW4UB)*

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts. It is open to Grade 12 IB students who will take it as a Group 3 or a Group 6 SL or HL course and prepare for the IB examination in May.

## Philosophy

### **IB Theory of Knowledge / Philosophy: Questions and Theories Grade 11/IB Year 1**

**HZT4UB**

*Prerequisite: Completion of a senior level social science, history or English course.*

*IB Diploma students are required to take this course in Grade 11*

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

## Sociology

### **Challenge and Change in Society / Changements et défis sociaux Grade 12,    HSB4U / HSB4UF University Preparation**

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

This course is offered in English and French; the French course counts as a credit towards the Ashbury Bilingual Certificate. Students in the French course must be enrolled in Extended or Immersion French. This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

## Science

Science is compulsory in Grades 9 and 10, and required in Grade 11 or 12 unless technology or an additional French credit is completed. At Ashbury, we emphasize the exploration of the sciences through experimental and theoretical work, focusing on creative problem-solving and critical thinking about the world and the universe around us. Grade 10 enriched Science is designed for those considering multiple grade 11 and 12 science credits, especially higher level sciences in the IB program, to introduce the depth and rigour required in the more challenging science courses. All Grade 11 and 12 science courses are available from either grade 10 option. Grade 11 and 12 science courses give students the opportunity to challenge their thinking and extend their experimental skills within the areas they find most interesting. IB science courses offer a broader and deeper exploration of topics for those interested.

**International Baccalaureate:** The following IB science courses are offered, subject to sufficient enrollment: Standard and Higher Level: Biology, Chemistry and Physics, and Standard Level Environmental Systems\*. In standard level Biology, Chemistry and Physics classes, most material is covered within the class setting, though there will be some additional work in the form of self-taught topics, independent experiment design and/or occasional tutorials in the extension areas. Higher level courses go significantly beyond the Grade 11 and 12 Ontario curriculum so students are required to complete an additional half credit which does not qualify for the OSSD. In Physics and Chemistry the additional half credit is taken concurrently in the Grade 12 year (SPH9IB and SCH9IB). For higher level Biology and standard level Environmental Systems (which has no Grade 11 credit), the additional half-course (SBI9IB) is taken prior to the start of the Grade 12 year through a field study program offered at Huntsman Marine Biology Station in St. Andrews, New Brunswick. The cost of the Huntsman Marine Biology field trip is approximately \$980.00.

\*IB Standard Level and Higher Level Computer Science are offered and meet the IB requirements of study in Group 4 or Group 6. More information about this course is found in the Technology and Business Studies section.

### Science, Grade 9, Academic

SNC1D

*Prerequisite: None*

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity. We will be exploring the concepts in SNC1D through several real-world problem units – exploring how the scientific discoveries of the past can help us find answers for the future. By embedding the content in interdisciplinary units, students will gain knowledge and master skills required to be exceptional scientists and thoughtful citizens of the world.

### Science, Grade 10, Academic

SNC2D

*Prerequisite: Science, Grade 9, Academic*

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

**Pre-IB Science, Grade 10, Enriched****SNC2DE***Prerequisite: Science, Grade 9, Academic. 75% or higher*

This course is intended for students who have a strong interest in science and the intention of studying higher-level sciences within the IB program. Students working at the enriched level will study topics in greater depth and complete more challenging lab work; they will be introduced to the types of investigation and analysis skills required for the IB program. Topics include those of SNC2D, but in greater depth. These include a study of concepts in tissues, organs and systems of living things, climate change, chemical reactions, and light and geometric optics. This course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. Students must possess an inquiring nature, as well as critical thinking, listening, speaking, reading and writing skills.

**IB Environmental Systems /The Environment and Resource Management, Grade 12, University/College Preparation****CGR4MB + SBI9IB***Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.**It is strongly recommended to have taken Grade 11 Physical Geography or Grade 11 Biology.*

This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability, and strategies for resource management, with a focus on the challenges of environmental degradation and resource depletion. The additional half-course is taken prior to the start of the academic year, through a field study program offered at Huntsman Marine Biology Station at St. Andrews, New Brunswick. **The cost of this trip is approximately \$980.00.** Students will use geotechnologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment. This course prepares students to write the IB Environmental Systems Standard Level examination in May as either an IB Diploma course or as part of the IB Diploma Programme to fulfill the Group 3 or 4 requirements. Students should note that this course is not recognized by universities as a credential for admission into university science programs.

**Biology****Biology, Grade 11, University Preparation****SBI3U***Prerequisite: Science, Grade 10, Academic or Enriched*

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. This course is a prerequisite for SBI4U.

**IB Biology, Grade 11, University Preparation****SBI3UB***Prerequisite: Science, Grade 10, Academic or Enriched*

This course furthers students' understanding of the processes that occur in biological systems. Major topics include those of SBI3U but in more depth. 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. This course is intended for students who have an interest in biology with the intention of further study within the IB program. The IB includes an exploration of the nature of science that supports subject knowledge and skills acquisition through broader conceptual themes and ideas, highlighting the importance of key scientific issues like ethics, objectivity and the understanding of science.

**Biology, Grade 12, University Preparation****SBI4U***Prerequisite: Biology, Grade 11, University Preparation. Previous or concurrent study of Chemistry, Grade 11 is strongly recommended.*

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. Teaching strategies include lectures, demonstrations, discussions, laboratory experiments, and an independent study designed to further elucidate the principles of biology. Laboratory experiments introduce, reinforce and extend theory covered in class and further develop commonly used laboratory techniques. The course requires independence and well-developed time-management skills.

**IB Biology, Grade 12, University Preparation****SBI4UB / SBI4UH & SBI9IB***Prerequisite: Biology, Grade 11 IB. Previous or concurrent study of Chemistry, Grade 11 is recommended.*

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. This course is designed for students wishing to study IB Biology at either the Standard or Higher Level. At the Higher Level students are required to take SBI4UH and a non-credit field course, SBI9IB, which takes place prior to the start of the academic year at Huntsman Marine Biology Station in St. Andrews, New Brunswick. **The cost of the trip is approximately \$880.00.** Students will study one optional topic chosen from: neurobiology and behavior, biotechnology and bioinformatics, ecology and conservation or human physiology. Topics are enhanced from the SBI4U level to cover the requirements of the IB syllabus. Laboratory experiments introduce, reinforce and extend theory covered in class and further develop commonly used laboratory techniques. This course assumes independence and excellent time-management skills.

## Chemistry

### Chemistry, Grade 11, University Preparation

SCH3U

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

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.

### IB Chemistry, Grade 11, University Preparation

SCH3UB

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

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. It includes lectures, demonstrations, discussions and laboratory experiments designed to further introduce students to the general principles of chemistry for those who intend to complete further study of chemistry within the IB program. It covers the same topics as SCH3U with additional depth in atomic structure, a unit on energetics and an introduction to Redox chemistry. Topics are covered at an accelerated pace, providing more time for experimental work. Laboratory experiments introduce, reinforce and extend theory covered in class and introduce common laboratory apparatus and techniques. Students are expected to design experiments to test their own hypotheses and to evaluate results independently. Students must possess an enquiring nature and good thinking, listening, speaking, reading and writing skills. Students are also expected to have good numerical problem-solving abilities and be comfortable working independently and in groups. The IB includes an exploration of the nature of science that supports subject knowledge and skills acquisition through broader conceptual themes and ideas, highlighting the importance of key scientific issues like ethics, objectivity and the understanding of science.

### Chemistry, Grade 12, University Preparation

SCH4U

*Prerequisite: Chemistry, Grade 11, University Preparation*

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop 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.

Course content and problem solving are presented through a modified “flipped” model. Content is delivered in advance, through short, teacher-produced videos. During class, students carry out problem-solving, inquiry and application activities with immediate teacher feedback.

**IB Chemistry, Grade 12, University Preparation****SCH4UB / SCH4UH & SCH9IB**

*Prerequisite: Chemistry, Grade 11, IB or permission of the department*

*Recommended co-requisite: continued study of mathematics*

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. Each of these offerings is designed for students wishing to study chemistry within the IB at either the Standard or Higher level and intending to take the IB examination during the year of study. At the Higher Level students are required to take SCH4UH and a non-credit half course, SCH9IB.

Chemistry at the Higher Level covers essentially the same topics as SCH4U or SCH4UB but in substantially more depth. Higher and Standard Level Chemistry students study one optional topic chosen from: materials, biochemistry, energy or medicinal chemistry. The option may be tailored to be meet the needs and interests of the participants.

These courses include lectures, demonstrations, discussions, laboratory experiments and an independent study designed to further elucidate the principles of chemistry. Laboratory experiments introduce, reinforce and extend theory covered in class and further develop commonly used laboratory techniques. Some review of SCH3UB material is done in preparation for the examination, written in May. These courses assume independence and good time-management skills.

## Physics

### Physics, Grade 11, University Preparation

SPH3U

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

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. Laboratory experiments introduce, reinforce and extend theory covered in class. Various activities also introduce problem-solving techniques and the concept of experimental error and uncertainty. Students should possess an enquiring nature and good thinking, listening, speaking, reading and writing skills. Students are also expected to have good numerical problem-solving abilities and be comfortable working with others.

### IB Physics, Grade 11, University Preparation

SPH3UB

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

This course is intended for students who wish to study physics within the IB program at either the Standard or Higher Level. This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. Major topics are the same as SPH3U, but are covered in more depth and with greater rigour. Laboratory experiments introduce, reinforce, and extend theory covered in class. Various activities also introduce problem-solving techniques and the concept of experimental error and uncertainty. Students should possess an enquiring nature and good critical-thinking, listening, speaking, reading and writing skills. Students are expected to have excellent numerical problem-solving abilities and be comfortable working with others. The IB includes an exploration of the nature of science that supports subject knowledge and skills acquisition through broader conceptual themes and ideas, highlighting the importance of key scientific issues like ethics, objectivity and the understanding of science.

### Physics, Grade 12, University Preparation

SPH4U

*Prerequisite: Physics, Grade 11, University Preparation*

*Recommended co-requisite: continued study of mathematics*

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. Laboratory experiments introduce, reinforce and extend theory covered in class. This course assumes a high comfort level with basic algebraic and trigonometric problem-solving techniques and requires independence and good time-management skills. Physics 4U is generally required for further study in sciences and engineering at the university level.

**IB Physics, Grade 12, University Preparation****SPH4UB / SPH4UH & SPH9IB***Prerequisite: Physics, Grade 11 IB**Recommended co-requisite: continued study of mathematics*

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. This course is intended for students who wish to study physics within the IB program at either the Standard or Higher Level. At the Higher Level students are required to take SPH4UH and a non-credit half course, SPH9IB. This course includes lectures, demonstrations, discussions, laboratory experiments and a group project designed to deepen the understanding of the concepts and theories of physics. Major topics include measurement; mechanics (kinematics and dynamics in two dimensions, momentum, and energy); thermal physics and properties of matter; waves; electricity and magnetism; and atomic and nuclear physics. One optional topic is chosen from relativity, engineering physics, imaging or astrophysics. Laboratory experiments introduce, reinforce and extend theory covered in class. This course assumes a high comfort level with algebraic and trigonometric problem-solving techniques and requires independence and excellent time-management skills. IB Physics is excellent preparation for further study in sciences and engineering at the university level. The IB Physics Standard Level program may be combined with the Higher Level program depending on enrolment.

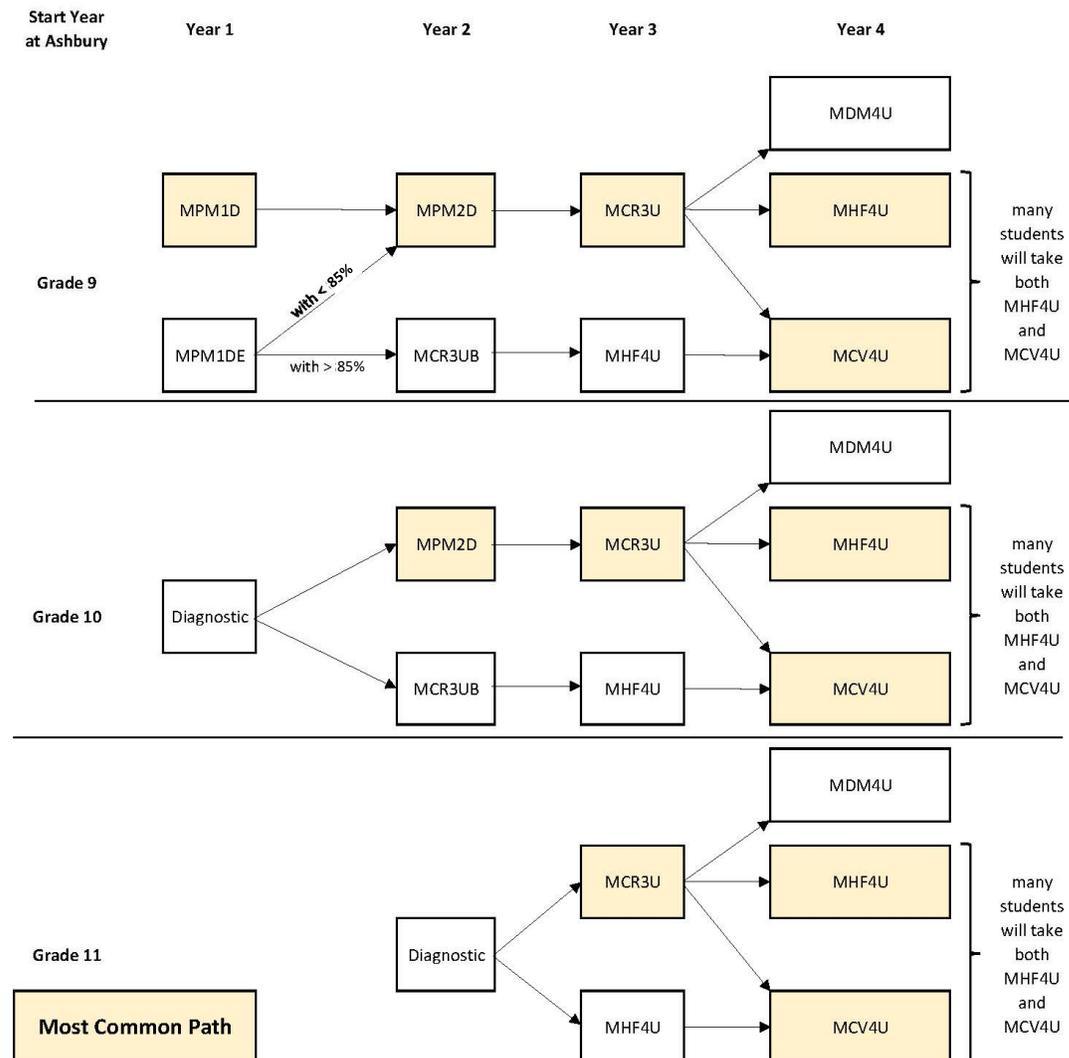
## Mathematics

Mathematics is a mandatory subject in Grades 9-11, although the majority of Ashbury students pursue the study of mathematics through to the Grade 12 level. Enrolment in mathematics in Grade 12 is dependent on the student achieving success at the Academic, University Preparation, University/College Preparation, or Enriched/pre-IB level in the previous years. We recommend to students with an average of less than 60% in Grade 11 mathematics that they not enrol in Grade 12 mathematics courses the following year.

Enriched/pre-IB level courses are designed for students who have a strong interest in mathematics and who enjoy the challenge of problem solving. Topics are studied in greater depth than at the Academic, University/College Preparation, or University Preparation level, and emphasis is placed on application and the interrelationship between various topics. Enriched/pre-IB level courses enable the student to deal with more abstract concepts and to develop a greater understanding of proof than do Academic, University/College Preparation, and University Preparation level courses.

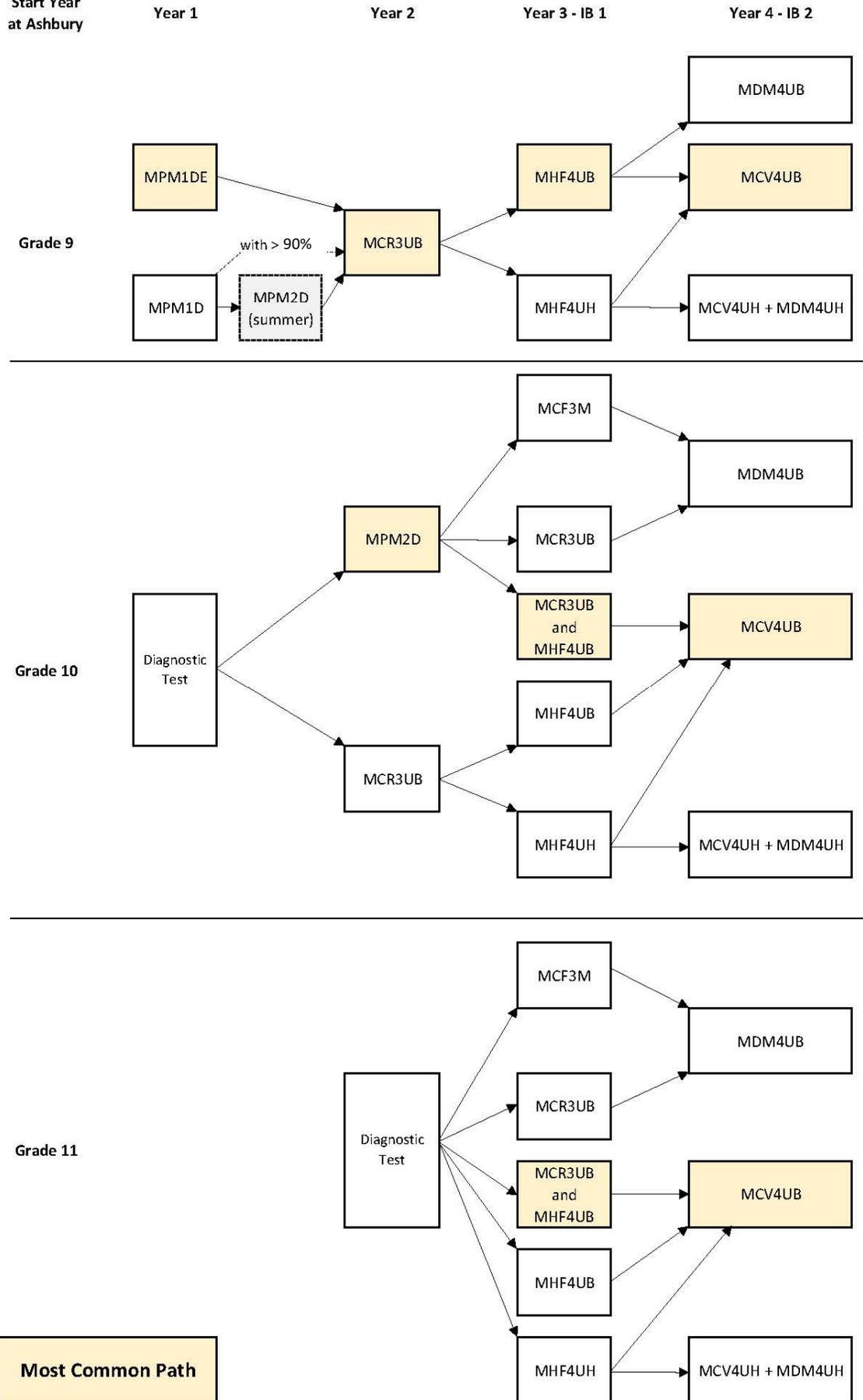
**International Baccalaureate:** In addition to the regular courses leading to Ontario credits, the Mathematics Department is fully involved in the IB Programme. The mathematics courses leading to the IB Diploma are interesting and challenging. The emphasis is on the study of mathematics as a whole, the interrelationship between various topics, and the application of mathematics to problem solving. The IB is suited to students who enjoy the challenge of mathematics, particularly for those students who intend to follow courses leading to the IB Standard or Higher Level examinations. For those students who do not intend to pursue mathematics at university, a less theoretical IB Math Studies course is available at the Standard Level.

### Course Paths for Math Students



### Course Paths for International Baccalaureate Math Students

Start Year  
at Ashbury



## GRADE 9 Courses

### Principles of Mathematics, Grade 9, Academic

MPM1D

*Prerequisite: None*

This compulsory 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.

### Principles of Mathematics, Grade 9, Pre IB

MPM1DE

*Prerequisite: Students must have earned a minimum of 85% in their previous math course.*

This course includes all of the MPM1D concepts listed above plus suitable topics that extend and challenge very able and highly motivated students who have a strong affinity for mathematics. Success in this course will allow students to advance directly to MCR3UB in grade 10.

## GRADE 10 Courses

### Principles of Mathematics, Grade 10, Academic

MPM2D

*Prerequisite: Principles of Mathematics MPM1D or MPM1DE*

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.

### Functions, Grade 11, University Preparation, Pre-IB

MCR3UB

*Prerequisite: MPM1DE with a final grade of at least 85% or MPM2D or MPM1D with a final grade of at least 90%*

Grade 9 enriched mathematics students wishing to pursue IB mathematics will take this course in Grade 10. This course includes all of the MCR3U concepts plus suitable topics such as polynomial, exponential and logarithmic functions that extend and challenge very able and highly motivated students who have a strong affinity for mathematics. This course leads to any Grade 12 university preparation course in mathematics and to IB Standard or Higher Level studies in mathematics in grades 11 and 12.

## GRADE 11 Ontario Courses

### Functions and Applications, Grade 11, University/College Preparation

MCF3M

*Prerequisite: Principles of Mathematics Grade 10, MPM2D*

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.

**Functions, Grade 11, University Preparation****MCR3U***Prerequisite: Principles of Mathematics, Grade 10, MPM2D*

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.

**GRADE 11 IB Courses****Functions and Advanced Functions, Grade 11 & 12, University Preparation****MCR3UC****\*\* two credit option schedule consecutively in IB Year 1, MCR3UB in term 1, MHF4UB in term 2***Prerequisite: Principles of Mathematics, Grade 10 or permission of the department*

See course descriptions for MCR3UB and MHF4UB.

**Advanced Functions, IB Analysis and Approaches SL Year I, Grade 12, University Preparation****MHF4UB***Prerequisite: Functions Grade 11, MCR3UB, University Preparation*

This course includes all of the MHF4U concepts. Students will expand their knowledge of applications with polynomial, rational, exponential, logarithmic, and trigonometric functions. This course is taken in Grade 11 and achieves the requirements for Year 1 of either IB Mathematics SL or IB Mathematical Studies SL and leads to Year 2 of either IB Mathematics SL or IB Mathematical Studies SL.

**Advanced Functions, IB Analysis and Approaches HL Year I, Grade 12, University Preparation****MHF4UH***Prerequisite: Functions Grade 11, MCR3UB, University Preparation*

This course includes all of the MHF4U concepts. Students will expand their knowledge of applications with polynomial, rational, exponential, logarithmic, and trigonometric functions. This course is taken in Grade 11 and achieves the requirements for Year 1 of either IB Mathematics SL or IB Mathematics HL. It is the first of two mathematics courses for IB Mathematics SL and the first of three courses for IB Mathematics HL.

**GRADE 12 Ontario Courses****Advanced Functions, Grade 12, University Preparation****MHF4U***Prerequisite: Functions, Grade 11, University Preparation*

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

**Calculus and Vectors, Grade 12, University Preparation****MCV4U***Prerequisite or Co-requisite: Advanced Functions, Grade 12, University Preparation*

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal 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 plan to study mathematics in university and who may 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.

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

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

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; apply counting techniques, probability and statistics in modelling and solving problems; and carry out a culminating project that integrates the expectations of the course and encourages perseverance and independence. Students planning to pursue university programs in business, the social sciences, or the humanities will find this course of particular interest.

**GRADE 12 IB Courses**

**IB Math Applications and Interpretations SL, Mathematics of Data Management, Grade 12, University Preparation** **MDM4UB**

*Prerequisite: Functions, Grade 11, MCF3M, MCR3U or MCR3UB*

This course includes all of the MDM4U concepts plus a review of functions, financial mathematics, and trigonometry. It introduces students to differential calculus and logic. Students are required to complete a project that applies some of the mathematics they have learned to a topic of their choice. This is the Mathematical Studies course for the IB Standard Level program.

**IB Math Analysis and Approaches SL, Calculus and Vectors, Grade 12, University Preparation** **MCV4UB**

*Prerequisite: IB Advanced Functions MHF4UB or MHF4UH, Grade 12, Univ. Prep. and permission of the department*

This course includes all of the MCV4U concepts plus integral calculus, statistics and probability. This is the final of the two required courses for the IB Standard Level Mathematics.

**IB Math Analysis and Approaches HL** (both of the following courses must be taken in year II for HL Math)

**IB Math Analysis and Approaches HL, Calculus and Vectors, Grade 12, University Preparation** **MCV4UH**

*Prerequisite: IB Advanced Functions MHF4UH, Grade 12, Univ. Prep. and permission of the department*

This course includes all of the MCV4U concepts plus integral calculus, group and set theory. It also includes group and set theory. This is the second of the three required courses for the IB Higher Level Mathematics.

**IB Math Analysis and Approaches HL, Mathematics of Data Management, Grade 12, University Preparation** **MDM4UH**

*Prerequisite: IB Advanced Functions MHF4UH, University Preparation, and permission of the department*

This course includes all of the MDM4U concepts plus vectors. This is the final of three courses for the IB Higher Level Mathematics program.

# The Arts

## Visual Arts

**International Baccalaureate:** The program is offered at both Standard and Higher Level over a two-year period. It is recommended that students have taken at least one visual arts class at the high school level. The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking programme in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The programme is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

### Costs/Charges associated with these courses:

**All grades:** There is no textbook for this course. Students can anticipate approximately \$130.00 in charges that will go towards an art kit/special materials, sketchbook, photographic prints and fees for museum entry and/or special classroom workshops. Students who use up their sketchbook will be asked to purchase a second one.

**Grade 12:** Additional costs may be incurred by students individually who choose to use specialized media for personal projects such as canvas, sculpture material, large format photography prints or, for their final exhibition.

### Visual Arts, Grade 9, Open

**AVI10**

*Prerequisite: None*

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. Students will gain experience using traditional and contemporary media and skills. Student work will be archived on a personal website. A trip to the national Gallery is part of the summative experience.

### Visual Arts, Grade 10, Open

**AVI20**

*Prerequisite: None*

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. Students will gain experience using traditional and contemporary media and skills. Student work will be archived on a personal website. This course prepares students to enter the IB in Art or to continue in AVI3M.

### Visual Arts Grade 11/IB Art Year I, University/College Preparation

**AVI3M/AVI3MB**

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

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. Students will gain experience using traditional and contemporary media and skills. Student work will be archived on a personal website and be carried over into year two of the program should they continue in visual art. This course can be taken as the first year of the IB Higher Level and Standard Level in Visual Arts.

**Visual Arts Grade 12/ IB Art Year II, University/College Preparation AVI4M/AVI4MB + AVI9IB**

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

This course focuses on enabling students to find their own artistic, expressive voice through self-selected media and topics. Students will use the critical analysis process to deconstruct art works and explore connections between art and society and themselves. This course can be taken as the second year of the IB Visual Art option, which should be completed in the last two years of high school. There are three assessment tasks that students will undertake: the Process Portfolio, which will focus on the documentation of their creative process, production, investigation and research; the Comparison Study, where students will analyze and compare 3 works of art from various contexts; and the culminating Art Exhibition, where students will curate their artwork for others to enjoy at the annual school wide art show.

## Dramatic Arts

### Dramatic Arts, Grade 9, Open

ADA10

*Prerequisite: None*

This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. The course is designed to encourage an appreciation for drama as a creative art and to develop concentration, creativity, self-confidence and social awareness through performance. It includes an introduction to creative drama in the form of mime, movement and simple improvisations, and to basic theatre skills and props. This course also includes theatre studies and the reading, analysis and acting of simple scenes and one-act plays. Students must be prepared to work independently and in groups. They must be open-minded in their attitude and be prepared to think critically and divergently. Thoughtful reflection in their written work is essential for success.

### Dramatic Arts, Grade 10, Open

ADA20

*Prerequisite: Dramatic Arts, Grade 9, Open is recommended*

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama, and will analyse and reflect on the experience. The course develops a keener imagination and greater awareness of vocal, physical and communicative capabilities through creative drama and theatre experience. Students also explore the in-depth analysis of relationship, conflict, impression management and group dynamics. Exercises in body movement, improvisation, voice and relaxation are taught. Extensive performances of prepared scenes and plays, radio drama and multi-media presentations also form a part of this course. As in Drama ADA10, students must be prepared to think critically and divergently and these qualities must be reflected in their written assignments and performances. A positive attitude toward risk taking is an advantage.

### Dramatic Arts Grade 11/ IB Theatre Year I, University/College Preparation ADA3M/ADA3MB

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

This course requires students to create and to perform dramatic presentations. Students will analyse, interpret, and perform works of drama from various cultures, including Western plays from around 1900. Students will also do research on different acting styles and conventions for their presentations, create original works, and analyse the functions of playwright, director, actor, producer, designer, technician, and audience. The course complements Dramatic Arts ADA10 and ADA20 and allows students to continue their studies in theatre. Greater emphasis is placed on the technical and theoretical side of performance and production. This is a performance course. Students will also do research on and study such types of contemporary theatre as docudrama and forum theatre. They will interpret and present works in a variety of dramatic forms; create and script original works; analyse and reflect on dramatic works; and develop their communication skills. Students will be expected to apply an in-depth analysis of conflict, behaviour, motivation and resolutions to given circumstances, and to effectively portray these situations on stage. This course leads to either a Standard or Higher Level IB examination. Select Standard Level candidates may be allowed to complete all IB requirements during one academic year.

**Dramatic Arts Grade 12/ IB Theatre Year II, University/College Preparation ADA4M/ADA4MB**

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

This course requires students to experiment with forms and conventions in dramatic literature, and to create, script and present original and adapted works. Students will do research on dramatic forms, conventions, themes and theories of acting and directing from different historical periods, and apply their knowledge of these in interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students examine the significance of dramatic arts in various cultures, and explore possible careers related to dramatic arts. Students must possess excellent research and performance skills as well as demonstrate significant expertise in problem-solving. This course completes the preparation of the candidates for the IB Standard and Higher Level examinations. Select Standard Level candidates may be allowed to complete all IB requirements during one academic year.

## Music

All music students are expected to perform in one of the Concert Bands, according to their grade and skill level, and may also join the Jazz Band, Choir, String Ensemble, or other small chamber groups. Beginners and those whose level of performance is not advanced should not be discouraged from enrolling in music courses. Private instrumental lessons are encouraged, which can lead to a standard of performance acceptable to the IB or the higher grades of the Royal Conservatory.

**International Baccalaureate:** The basis of all Ashbury music courses is practical instrumental participation leading to a standard acceptable for the performance component of the IB music program. The two-year IB course begins in Grade 11 and both Standard Level and Higher Level are offered, depending on the individual student's ability and background. The program continues with a full-year course in Grade 12, specifically dedicated to the IB music program.

### Music, Grade 9, Open (Beginner)

AMU1O

*Prerequisite: None*

The Beginner Music course is tailored to those who have limited music experience and would like to learn a new brass or woodwind instrument. Instruction is **not** provided on piano, violin, viola, cello, bass or guitar. Previous musical experience is not necessary. The course is designed at an accelerated pace in order to meet the same outcomes as the Experienced course and to provide a strong foundation for AMU2O. In addition to practical instruction on a wind instrument, students will participate in creative activities that teach them to become excellent ensemble musicians, to listen with depth of understanding and to create their own music. They will also learn correct musical terminology and its appropriate use. Instruction in music theory is also given to enable students to read music notation and to understand musical terminology and basic music concepts necessary for the performance and appreciation of music. A listening program is introduced in the spring term in which major works of the Renaissance and Baroque periods of music history are broadly introduced. Students are expected to participate in at least two major performances during this course.

### Music, Grade 9, Open (Experienced)

AMU1OE

*Prerequisite: at least one year of instruction on a band instrument in school or private tuition*

This course develops students' practical performance skills on band instruments (brass, woodwind and percussion) and prepares them to perform in concert band, jazz band and small chamber ensembles. The main emphasis of the course is on the playing of ensemble music and the development of the necessary instrumental techniques and musical skills, concepts and attitudes required for ensemble music performance. The theory component of the course is designed to provide the skills for understanding the language of music and its relation to practical performance and composition. A creating unit is explored in the winter term whereby students compose their own original music. In the formal listening and analysis component of the course, students study composers and works of the Renaissance and Baroque periods. Students are expected to participate in at least three major performances during this course.

### Music, Grade 10, Open

AMU2O

*Prerequisite: Music, Grade 9 Open (Beginner or Experienced) or equivalent (i.e., at least one year of instruction on a band instrument in school or private tuition) is recommended*

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Those with little to no previous instrumental experience should explore the AMU1O Beginner course. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. This course further develops students' practical performance skills on band instruments (brass, woodwind and percussion) and prepares them to perform in concert band, jazz band and small chamber ensembles. The main emphasis of the course is on the playing of ensemble music and the development of the necessary instrumental techniques and musical skills, concepts and attitudes required for group music performance. The theory component of the course is designed to further expand

the skills for understanding the language of music and its relation to practical performance and composing. A creating unit is explored in the winter term whereby students compose their own original piece of music. In the formal listening and analysis component of the course, students study composers and works of the Classical and Romantic periods. This is a preparatory course for the IB music program. Students are expected to participate in at least three major performances during this course.

### **Music Grade 11/ IB Music Year I, University/College Preparation**

**AMU3M/AMU3MB**

*Prerequisite: Music, Grade 10 Open, or equivalent (i.e., at least two years of instruction on a band instrument in school or private tuition)*

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyse and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities. The course continues the broad areas of study found in the IB music program. Practical performance of large and small ensemble music in a variety of styles is a large part of this course. Improvisation, sight-reading and ear-training are integral parts of the course. The theory portion of the course includes the writing and harmonization of original tunes and the study of the music skills necessary for arranging music for instruments in the class. The styles and characteristics of 20th century classical, jazz and popular music are studied through listening, analysis and performance of significant compositions. This forms an introductory year for the IB music program. Students are expected to participate in at least three major performances during this course.

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

**AMU4M**

*Prerequisite: Music, Grade 11 University/College Preparation or equivalent (i.e., at least three years of instruction on a band instrument in school or private tuition)*

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. In this course, students will also acquire facility and flexibility with the language of music in order to develop a level of craftsmanship, sensitivity and imagination. Students will perform technical exercises and repertoire and complete detailed creative activities. Ensemble performance in a variety of styles is an important aspect of the course. In the theory component, original composition of melodies includes more advanced harmonic progressions and the arrangement of music for class ensembles including transposition where appropriate. In the listening component, students critically analyze the compositions of Baroque, Classical, Romantic and contemporary composers as well as non-Western music by listening to live and recorded music and studying music scores of the compositions heard. Students are expected to participate in at least three major performances during this course.

### **IB Music Year II, Standard Level and Higher Level**

**AMU4MB**

*Prerequisite: Music, Grade 11 University/College Preparation or equivalent (i.e., at least three years of instruction in school or private tuition)*

The aims of the program are to promote the acquisition of knowledge and an understanding of music through the practice and development of appropriate skills in performance, composition and listening. Instrumental or vocal solo performance is a major requirement of the Higher Level course. Group performance may be substituted for solo performance in the Standard Level course. Students are taught to develop an historical perspective, awareness and appreciation of music in its various forms, from a variety of cultures. Music from the Western classical repertoire and from representative non-Western cultures is studied through active listening to recordings, attendance at concerts and analysis of music scores. Original composition and arranging of music are additional requirements of the program. Students are expected to participate in at least four major performances during this course.

# Business Studies, Economics and Technology

## Business

### Information and Communication Technology in Business

**BTT10**

*Prerequisite: None – Online course timetabled as an 8<sup>th</sup> credit*

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. This Grade 9 course is delivered online and timetabled as a student's eighth credit to satisfy in part the requirement for online credits.

### Information and Communication Technology in Business

**BTT10N**

*Prerequisite: None – Not timetabled – taken as an online 9<sup>th</sup> credit*

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

This Grade 9 course is delivered online but taken outside the regular timetable as a ninth credit by students who wish to add another Grade 9 elective to their timetable. It satisfies in part the requirement for online credits.

### Introduction to Business/Initiation aux affaires, Grade 10, Open

**BB120/F**

*Prerequisite: None*

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. This course is offered in English and French; the French course counts as a credit towards the Ashbury Bilingual Certificate. Students in the French course must be enrolled in Extended or Immersion French.

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

**BAF3M**

*Prerequisite: None*

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

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

**BOH4M**

*Prerequisite: None*

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision-making, management of group dynamics,

workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

## Economics

### **The Individual and the Economy / IB Economics Year I Grade 11, University / College Preparation**

**CIE3M / CIE3MB**

*Prerequisite: Canadian History Since World War I, Grade 10.*

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level. This course is the first year of a two-year program leading to Grade 12 Economics/IB Standard or Higher Level Economics. It is recommended for students intending to study Economics/Business at the post-secondary level.

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

**CIA4U**

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

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. 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 analyse current economic issues, make informed judgements, and present their findings. This course fulfills the requirements of the Ashbury Diploma as a Global Studies course.

### **IB Economics Year II: Analyzing Current Economic Issues Grade 12, University Preparation**

**CIA4UB**

*Prerequisite: Any university or university/college preparation course in Canadian and world Studies, English, or social sciences and humanities. IB candidates are required to have taken the Grade 11 IB Economics course (CIE3MB).*

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues. This course fulfills the requirements of the Ashbury Diploma as a Global Studies course. It prepares students for IB Economics HL or SL.

## Technology

**International Baccalaureate:** The computer studies program at Ashbury College goes beyond the requirements of both the Higher and Standard levels of the IB. As a result, it is a simple process to offer students the opportunity to complete an IB course in Computer Studies to apply towards an IB Diploma or as an IB Diploma course. The only significant difference is that the IB requires the students to submit a dossier of their practical work. This feature is incorporated into the program at Ashbury College.

### Communications Technology, Grade 10, Open

**TGJ20**

*Prerequisite: None. This course, or ICS20, is highly recommended as a course for ninth grade students*

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

### Computer and Information Science, Grade 10, Open

**ICS20**

*Prerequisite: None. This course, or TGJ20, is highly recommended as a course for ninth grade students*

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

**\* Students will need to purchase Arduino kits for \$70 which they use extensively throughout the course.**

### Communications Technology, Grade 11, University / College Preparation

**TGJ3M**

*Prerequisite: None. However, ICS20 or TGJ20 is recommended*

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

### Technological Design, Grade 11, University/College Preparation

**TDJ3M**

*Prerequisite: None.*

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

**Introduction to Computer Science, Grade 11, University Preparation / IB Year I ICS3U/ICS3UB**

*Prerequisite: None. However, ICS20 or TGJ20 is recommended*

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. IB and non-IB students in this course will follow the same curriculum. IB students must take this course in grade 11; however, non-IB students may take this course in grade 10 if they have the prerequisite.

**Computer Science, Grade 12, Univ. Preparation /IB Programming Year II ICS4U / ICS4UB/H**

*Prerequisite: Computer and Information Science, Grade 11, University/College Preparation.*

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

## Guidance and Career Education

The guidance and career education program aims to help students become more confident, motivated, and effective learners. Students learn how to identify and assess their own competencies, characteristics, and aspirations. They explore a broad range of options related to learning, work, and community involvement through a variety of school and experiential learning opportunities. Students develop learning and employability skills and strategies that they can apply in their secondary and postsecondary studies and in the workplace. They identify and develop essential skills and work habits that are required for success in the workplace, as well as skills needed for effective communication, teamwork, and leadership.

### **Learning Strategies 1: Skills for Success in Secondary School**

**GLS10**

*Prerequisite: None*

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.

### **Career Studies / Exploration des choix de carrière, Grade 10, Open**

**GLC20 / GLC20F**

*Prerequisite: None*

This course is also offered in French as GLC20F, which counts as a half credit towards the Ashbury Bilingual Certificate - students must be enrolled in Extended or Immersion French. This course teaches students how to develop and achieve personal goals in education and work and how to contribute to their communities. Student learning includes assessing knowledge, skills and characteristics, and investigating economic trends, workplace organization, work opportunities and ways to search for work. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students design action plans for pursuing their goals. It is a compulsory OSSD half-credit course.

## Physical and Health Education

The quest for physical fitness is an integral part of an Ashbury education, and all students are encouraged to strive for a balanced lifestyle through participation in physical and health education. Healthy Active Living is a compulsory credit subject in Grades 9 and 10 and strongly encouraged in Grade 11. The Grade 12 Introductory Kinesiology course is offered as a university preparatory course. All students will participate in some aspect of the "Tamarack Ottawa Race Weekend," one of the premiere races in Canada. IB students may use the Grade 11 Healthy Active Living course, as well as components of the Grade 12 Introductory Kinesiology course, toward CAS hours.

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

**PPL10M/PPL10F**

*Prerequisite: None. This course is offered in two sections: M (boys) and F (girls)*

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

**Tamarack Ottawa Race Weekend Registration and field trips: \$70.00**

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

**PPL20M/PPL20F**

*Prerequisite: None. This course is offered in two sections: M (boys) and F (girls)*

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

**Tamarack Ottawa Race Weekend Registration and field trips: \$70.00**

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

**PPL30C**

*Prerequisite: None*

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Students participate in the P.A.R.T.Y. Program (prevention of alcohol and risk-related trauma in youth) at the Ottawa Hospital and are also certified in the Red Cross Standard Level First Aid and CPR/AED. Examples of activities: dragon boating, curling, golf, clip & climb, high ropes with zip lining, squash, fitness club visits, spinning, rowing, mixed martial arts, yoga and more. IB students may use their work in this course towards the completion of their Creativity, Activity, Service (CAS) program.

**Activity Fee and Red Cross Standard Level First Aid and CPR/AED: \$165.00**

**Tamarack Ottawa Race Weekend Registration: \$49.00**

**Introductory Kinesiology, Grade 12, University Preparation****PSK4U***Prerequisite: Physical Education, Grade 11, Open, or any Grade 11 university preparation course in science*

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration. IB students may use their work in this course towards the completion of their Creativity, Activity, Service (CAS) program.

**Tamarack Ottawa Race Weekend Registration \$49.00****Additional field trips to be announced in September.****Recreation and Healthy Active Living Education Leadership, Grade 12, Open****PLF4M***Prerequisite: Any health and physical education course*

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership. Students should already be certified in Standard First Aid and CPR C. Students will also earn a nationally recognized NCCP credit in teaching Fundamental Movement Skills developed by the Coaches Association of Canada.

**Tamarack Ottawa Race Weekend Registration \$49.00****Additional field trips to be announced in September (Activity fee \$100.00)**

# SUMMARY OF THE 2020-2021 ACADEMIC PROGRAM

Department	Grade 9		Grade 10		Grade 11		Grade 12	
English	ENG1D	English	ENG2D	English	ENG3U	English/ IB Language and Literature	ENG4US	IB Language and Literature SL
			ENG2DE	English - Enriched		IB Language and Literature	ENG4UH	IB Language and Literature HL
	ESLCO	Level 3 ESL	ESLDO	Level 4 ESL	ENG3UB	English / IB Literature	ENG4UB	IB Literature SL/HL
				ESLEO	ESL Level 5	EWC4U	The Writer's Craft	
Mathematics	MPM1D	Math	MPM2D	Math	MCF3M	Functions and Applications	MHF4U	Advanced Functions
	MPM1DE	Enriched Math	MCR3UB	Math Pre-IB	MCR3U	Functions	MCV4U	Calculus and Vectors
					MCR3UC	IB Math Analysis and Approaches SL 2 credits MCR3UC & MHF4UC	MDM4U	Data Management
					MHF4UB	IB Math Analysis and Approaches SL	MDM4UB	IB Math Applications and Interpretations SL
					MHF4UH	IB Math Analysis and Approaches HL	MCV4UB	IB Math Analysis and Approaches SL
						MCV4UH	IB Math Analysis and Approaches HL	
						MDM4UH	IB Math Analysis and Approaches HL	
Science	SNC1D	Science	SNC2D	Science	SBI3U	Biology	SBI4U	Biology
			SNC2DE	Science - Enriched	SBI3UB	Biology IB	SBI4UH	Biology IB SL
					SCH3U	Chemistry	SBI4UB	Biology IB HL
					SCH3UB	Chemistry IB	SCH4U	Chemistry
							SCH4UB	Chemistry IB SL
					SPH3U	Physics	SCH4UH	Chemistry IB HL + SCH9IB
					SPH3UB	Physics IB	SPH4U	Physics
							SPH4UB	Physics IB SL
							SPH4UH	Physics IB HL + SPH9IB
						CGR4MB	Environmental Systems IB	
Social Studies	CGC1D	Geography	CHC2D	Canadian History	CHA3U	American History	CHY4U	World History
	CGC1DF	Geography - French	CHC2P	Canadian History - ESL	CGF3M	Physical Geography	CGW4U	World Issues
			CHD2DB	Canadian History Pre-IB			CGW4UF	World Issues - French
			CHC2DF	Canadian History - French			IDC4UB	IB History - Part 2
			CHV2O	Civics	CHY4UB	IB History - Part 1	CLN4UB	IB Global Politics - Part 2
			CHV2OF	Civics - French	CPW4UB	IB Global Politics - Part 1	CPW4UB	Canadian and World Politics
					HZT4UB	IB Theory of Knowledge	HSB4U	Sociology
						HSB4UF	Sociology - French	
Modern Languages	FSF1D	Core French	FSF2D	Core French	FSF3U	Core French	FSF4U	Core French
	FEF1D	Extended French	FEF2D	Extended French	FEF3U	Extended French	FEF4U	Extended French
	FIF1D	Immersion French	FIF2D	Immersion French	FIF3U	Immersion French	FIF4U	Immersion French
	FSF1O	Beginner French	FSF2O	Beginner French	FSF1OB	IB French Ab initio SL Part 1	FSF2OB	IB French Ab initio SL Part 2
					FSF3UB	IB French B SL Part 1	FSF4UB	IB French B SL Part 2
					FEF3UB	IB French B SL/HL Part 1	FEF4UB	IB French B SL/HL Part 2
					FIF3UB	IB French A SL/HL Part 1	FIF4UB	IB French A SL/HL Part 2
	LWSBD	Beginner Spanish	LWSBD	Beginner Spanish	LWSCU	Spanish	LWSDU	Spanish
					LWSBDB	IB Spanish Ab initio Part 1	LWSCUB	IB Spanish Ab initio Part 2
	LKBBD	Beginner Mandarin	LKBCU	Mandarin, Level 2	LWSCUB	IB Spanish B SL/HL Part 1	LWSDUB	IB Spanish B SL/HL Part 2
The Arts	AVI1O	Art	AVI2O	Art	AVI3M	Art	AVI4M	Art + AVI9IB
	ADA1O	Drama	ADA2O	Drama	ADA3M	Drama	ADA4M	Drama
	AMU1O	Beginner Music	AMU2O	Music	AMU3M	Music	AMU4M	Music
	AMU1OE	Experienced Music			AVI3MB	Art IB	AVI4MB	Art IB + AVI9IB
					ADA3MB	Drama IB	ADA4MB	Drama IB
					AMU3MB	Music IB	AMU4MB	Music IB
Physical and Health Ed.	PPL1OF	Phys Ed - Girls	PPL2OF	Phys Ed - Girls	PPL3OC	Phys Ed - Coed	PSK4U	Kinesiology
	PPL1OM	Phys Ed - Boys	PPL2OM	Phys Ed - Boys			PLF4MC	Phys Ed - Coed
Business & Technology			BBI2O	Intro to Business	BAF3M	Accounting	BOH4M	Business Leadership
			BBI2OF	Intro to Business - French				
					CIE3M	Economics	CIA4U	Economics
					CIE3MB	Economics IB	CIA4UB	Economics IB
			ICS2O	Computer Studies	ICS3U	Computer Science	ICS4U	Computer Science
		TGJ2O	Comm Tech	ICS3UB	Computer Science IB	ICS4UB/H	Computer Science IB	
				TGJ3M	Comm Tech			
				TDJ3M	Design Technology			
Guidance and Career Studies	GLS1O	Learning Strategies 1	GLC2O	Careers				
			GLC2OF	Careers - French				
Online Course (as 9 <sup>th</sup> credit)	BTT1O	Info. & Comm Tech in Business						
	BTT1ON	Info. & Comm Tech in Business						

## UNIVERSITY PLACEMENTS 2019

---

- **132 Graduates**
  - 34 IB Diplomas
  - 12 Bilingual IB Diplomas
  - 94 IB Certificates
  - 30 Ashbury Bilingual Diplomas
  
- **Final Destinations for Grads:**
  - Ontario: 73
  - Quebec: 20
  - United States: 12
  - U.K. & Int'l: 9
  - Atlantic Provinces: 9
  - Western Provinces: 6
  
- **Top University Choices:**
  - McGill University: 17
  - Queen's University: 15
  - University of Toronto: 14
  - United States: 12
  - University of Ottawa - 12
  
- **Faculty Breakdown:**
  - Science & Engineering: 38%
  - Arts & Social Science: 30%
  - Business: 21%
  - Fine Arts: 8%
  - Gap year: 3%
  
- **University Placement:**
  - 83% admitted to their first choice
  - 83% offered entrance scholarships

# SENIOR SCHOOL TIMETABLE

Period	Time (Mon, Tue, Thu, Fri)	Time (Wed Late-Start)	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
1	8:15 9:35	9:30 10:40	1	5	4	8	3	7	2	6
Assembly/ Opp. Time / Tag	9:35 10:15	10:40 10:45								
2	10:15 11:35	10:45 11:55	2	6	1	5	4	8	3	7
Lunch	11:35 12:30	11:55 12:50								
3	12:30 1:50	12:50 2:00	3	7	2	6	1	5	4	8
Break	1:50 1:55	2:00 2:05								
4	1:55 3:15	2:05 3:15	4	8	3	7	2	6	1	5

362 Mariposa Avenue, Ottawa, ON K1M 0T3 | Tel. 613-749-5954 | info@ashbury.ca | Ashbury.ca

**For more information, please contact:**

Head of School Norman Southward, ext. 210  
 Deputy Head of School Brian Storosko, ext. 222  
 Head of Senior School Gary Godkin, ext. 255  
 Director of Student Services Anjeli Slater, ext. 229  
 Director of Admissions Bruce Mutch, ext. 211

