Senior and Middle School
Academic Program 2017–18
# CONTENTS

Credit System .......................... 3
Ontario Secondary School Diploma Requirements .......................... 3
Course Types .................................. 4
Course Codes .................................. 5
Course Selection .................................. 5
Community Involvement Requirements .................................. 5
Grade 10 Ontario Secondary School Literacy Requirement .................. 6
Academic Policies .................................. 7
  Code of Conduct .................................. 7
  Substitution of Compulsory Credits .................................. 7
  Course Changes .................................. 7
  Full Disclosure Policy .................................. 7
  Alternative Methods to Earn Credits .................................. 8
  External Music Credits .................................. 8
  Independent Study .................................. 9
  Waiving Prerequisite Courses .................................. 10
  Summer School Policy .................................. 10
  Learning Strategies: Accessibility and Learning Diversity Policy .................. 10
  Assessment, Evaluation, and Reporting .................................. 13
  Firm Deadlines Protocol .................................. 19
  Grade Equivalency: Level and Ontario Percentage used in MYP/DP .................. 20
  Honour Roll .................................. 21
Ontario Student Transcript .................................. 23
Ontario Student Record .................................. 23
Course Offerings:
  Grade 7 .................................. 24
  Grade 8 .................................. 25
  Grade 9 .................................. 26
  Grade 10 .................................. 27
  Diploma 1 / Grade 11 .................................. 28
  Diploma 2 / Grade 12 .................................. 29
IB & Ontario Secondary School Equivalents .................................. 30
University Requirements .................................. 31
Educational Planning Chart .................................. 32
International Baccalaureate Program .................................. 33
Guidance and Career Education Program .................................. 37
Advisor Program .................................. 37
Learning Supports and Extra Help Programs .................................. 38
Library and Research Program .................................. 38
Course Descriptions:
  Studies in Language and Literature (English, Mandarin, English as a Second Language) .................................. 39
  Language Acquisition (French, Spanish, Latin) .................................. 45
  Individuals and Societies (Geography, History, Civics, Economics, Business) .................................. 52
  Philosophy/Theory of Knowledge .................................. 58
  Experimental Sciences .................................. 59
  Mathematics .................................. 63
  Computer Studies and Design .................................. 67
  Performing Arts (Drama, Dance, Music) .................................. 69
  Visual Arts (Art, Film) .................................. 75
  Physical and Health Education .................................. 77
Faculty & Staff – Senior and Middle School .................................. 79
Index .................................. 84
Our Vision
To be the pre-eminent educational community of globally minded learners and leaders.

Our Mission
Each day, we challenge and inspire girls to love learning and to shape a better world.

Our Values
Inquirers  Communicators
Principled  Open-minded
Caring    Risk-takers
Balanced  Reflective
Knowledgeable  Thinkers
A Branksome Hall Education

Branksome Hall is an International Baccalaureate (IB) World School that offers an enriched academic curriculum in alignment with the Ontario curriculum. A university preparatory school, Branksome Hall offers an academic program that emphasizes inquiry-based learning, critical, creative and collaborative thinking, the exploration of multiple perspectives, effective communication, and the use of technology to enhance learning in a global context. Our goal is to prepare our students to be leaders in the ever-changing environment of the 21st Century.

Within the framework of the IB Middle Years and Diploma Programs, all students study a broad liberal arts program that includes English, a second language or mother-tongue language, Social Sciences, Experimental Sciences, Mathematics and the Arts. Physical and Health Education is compulsory until Grade 10. Information Communication is integrated into all areas of the curriculum with an emphasis on Technological Design woven into the Arts. Elective courses are available in Accounting, Business, Computer Studies, Economics, Health, Sport and Exercise Science, Latin, Spanish, Dance, Drama, Music, Visual Arts and Film.

An Extended French Program enables students to have enriched French language instruction and study History and Geography in French. English as a Second Language classes are available for students whose mother tongue is not English.

Branksome Hall is fortunate to have an excellent faculty. Our student-teacher ratio is 8:1. More than 40 per cent of our Senior and Middle School faculty have graduate degrees. All faculty are engaged in significant professional learning on an ongoing basis. A number of our faculty are actively engaged as workshop leaders, consultants to schools, resource developers, and examiners for the IB and other professional organizations. Almost every faculty member serves as an advisor for a group of 8 to 10 students. Teachers provide extra help in the form of “sittings” every week. In addition, our faculty are integrally involved in our rich co-curricular program.

All students are supported to take part in the school’s vibrant and varied co-curricular program. In addition, community involvement is an expectation for all students.
Branksome Hall students distinguish themselves in national scholastic competitions and graduate to universities of their choice, both nationally and internationally. Their success in the Arts, Sciences, Engineering, Business, Law, Medicine and other professions is testimony to the strength of a Branksome education.
2017-18 Academic Program

Credit System – Grades 9 to 12

Branksome Hall offers a university preparatory program consisting of courses developed to meet or exceed the requirements of the Ontario Ministry of Education. More detailed course outlines and courses of study are available at the school for parents to examine.

The Ontario secondary school system is organized so that each student may select courses suited to her interests, abilities, and goals for the future. The result is a credit system with many subject choices. A credit is defined as the successful completion of a course for which a minimum of 110 hours has been scheduled.

It is essential for a student to give serious consideration to her program to ensure that the subjects she selects will fulfill not only diploma requirements, but also requirements for her chosen post-secondary education and future career. A carefully thought-out program decreases the need for transfers from one course to another after the school year begins.

A student’s program may encompass courses from more than one year if she has the appropriate prerequisites, and if the timetable and space permit. Many, but not all, combinations of courses are possible.

Ontario Secondary School Diploma Requirements

In the Province of Ontario, a student must remain in secondary school until she has reached the age of 18 or obtained an Ontario Secondary School Diploma (OSSD). Students must earn a minimum of 30 credits to obtain an Ontario Secondary School Diploma, including 18 compulsory credits (listed below) and 12 optional credits. In addition to the 30 credits, students must complete the Grade 10 Ontario Secondary School Literacy Requirement, and complete a minimum of 40 hours of unpaid community involvement activities before graduation.

18 Compulsory Credits

- 4 credits in English
- 1 credit in French as a Second Language
- 3 credits in Mathematics (at least 1 in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts (Music, Visual Art or Drama)
- 1 credit in Physical and Health Education
- 0.5 credit in Civics
- 0.5 credit in Career Studies

- Group I: 1 additional credit in English, or French as a Second Language*, or a Native Language, or a Classical or International Language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education

- Group II: 1 additional credit in Physical and Health Education, or the Arts, or Business Studies, or French as a Second Language*

- Group III: 1 additional credit in Science (Grade 11 or 12) or Technological Education (Grades 9 to 12), or French as a Second Language*

In Groups I, II and III, a maximum of 2 credits in French as a Second Language can count as compulsory credits – 1 in Group I and 1 in either Group II or Group III.

**Additional Branksome Hall Requirements**

- English is a compulsory subject in every year and must be studied at Branksome Hall.
- Physical and Health Education is compulsory in each of Grades 9 and 10.
- The IB Program requires that students include a second language, a Social Science, Mathematics, Science and an Arts course (or elective) in their program throughout high school.
- 0.5 credit in Technology is compulsory in each of Grades 9 and 10.
- 0.5 credit in the Arts is compulsory in each of Grades 9 and 10.
- As part of the IB Middle Years Program (MYP), all students will complete a Personal Project in their Grade 10 year and the Learning Strategies 0.5 credit over Grades 9 and 10.
- As part of the IB Diploma Program, all students will complete the Theory of Knowledge course, an Extended Essay, and the Creativity, Action and Service (CAS) Program during Grades 11 and 12.
- As part of the MYP, all students in Grades 7 to 10 will complete MYP-CAS in the form of the Principal's Award in Grades 7 and 8 and the Duke of Edinburgh Bronze Award in Grades 9 and 10.

**Course Types**

**Grades 9 and 10**

All Grade 9 and 10 courses at Branksome Hall are designated **Academic** or **Open**.

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

**Open Courses** are designed to prepare students for further study in certain subjects and to enrich their education generally.
Grades 11 and 12

Grade 11 and 12 courses are designated as __Preparation__, or University/College Preparation, or Open.

**University Preparation Courses “U”**

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

**University/College Preparation Courses “M”**

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

**COURSE CODES**

The course code consists of a course title and a sixth character code. The first five characters are designated by the Ontario Ministry of Education. The sixth character is determined by Branksome Hall. The first three letters indicate the subject discipline. The fourth digit denotes the year or grade in which the course is usually taken. For example, SNC1D is Science in Grade 9.

1 or A = Grade 9 or 1\textsuperscript{st} year
2 or B = Grade 10 or 2\textsuperscript{nd} year
3 or C = Grade 11 or 3\textsuperscript{rd} year
4 or D = Grade 12 or 4\textsuperscript{th} year

For Grade 9 and 10 courses, the fifth digit indicates the type of course: D = academic, O = open. For Grades 11 and 12 courses, the fifth digit indicates the post-secondary designation: U = university, M = college/university, C = college. The sixth digit is used to indicate something special about that course. For example, MPM2DE is an extended course in Grade 10 Mathematics. S and H designate Standard and Higher Level variations of courses in the IB Diploma Program.

**COURSE SELECTION**

Course selections are made in February. Each student has an opportunity to verify her course selections later in the year. **Courses with insufficient enrolment will not be offered.**
ADDITIONAL ONTARIO SECONDARY SCHOOL REQUIREMENTS

1. Community Involvement Requirements (Grades 7-12)

Branksome Hall is committed to developing young women who are active citizens involved in their communities. Students in Grades 7 and 8 are provided with opportunities to contribute to their school and the larger community through the Principal's Award Program and students in Grades 9 and 10 work toward the Duke of Edinburgh Bronze Award. Both Awards challenge students to extend themselves in the areas of physical activity, skill development, service and adventure to develop new strengths that we hope will become habitual aspects of their daily lives. Students are provided with either a record book or an on-line tool in which to document their progress toward achieving the Award. All students who meet the criteria are awarded either the Rose Certificate (Grade 7) or the Thistle Certificate (Grade 8) of the Principal's Award or Duke of Edinburgh Bronze Award (Grades 9 and 10) for their commitment to community involvement.

Presentation of the Awards is made at the end of each year at the Green Carpet Celebration. Students in Grades 9–12 will maintain and provide a record of their community involvement activities. The student must submit documentation to the school attesting to the completion of each activity. The documentation for each activity must include the following: the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and her parent(s) or guardian(s), and a signed acknowledgement by the person (or a representative of the organization) involved. In addition, students are asked to personally reflect on their service involvement and its impact on their individual lives.

All students in the Senior and Middle Schools will take part in Community Involvement through Service Learning. The Ontario Secondary School Diploma requires students to have completed 40 hours of community service upon graduation. These hours can be obtained in a variety of ways, including special events, weekly volunteer placements, and special projects. Students are permitted to find their own placements if they wish. Logged hours must be approved by an on-site supervisor and submitted to the Service Learning Coordinator.

Examples of acceptable community service include helping charitable agencies and organizations, hospitals and homes for seniors. Recreational and tutoring programs are also considered community service work, provided that the student is not paid for her time.

Middle School activities are designed to introduce students to community service in the familiar group environment of their grade. Middle School students will have grade activities scheduled throughout the school year. Each activity will be organized and supervised by staff members, and could include gift-wrapping for shelters at holiday times, food sorting at the Toronto Food Bank or conservation projects.

Other special events will be organized throughout the year. All students from Grades 7 to 12 are welcome to participate in these activities (e.g., Holiday Giving Program, Walk for the Homeless, Book and Food Drives).

Creativity, Activity, Service (CAS) (Grades 11 and 12)

CAS is a framework for experiential learning, designed to involve students in new roles. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time. This process of active engagement and reflecting on it provides an excellent opportunity to extend what is learned in the classroom. The most meaningful CAS experiences come from spending time with others to build relationships and develop the self-worth of both server and served (IB CAS Guide).

IB Diploma students are required to complete approximately 3 to 5 hours per week of Creativity, Activity and Service during their final two years of high school. They use an online system of recording and reflecting to log their experiences over the course of the Diploma Program.
Duke of Edinburgh Bronze Award (Grades 9 and 10)

It is expected that students will choose community service opportunities in Grades 9 and 10 to help define their interests for CAS activities in Grades 11 and 12. Branksome is committed to providing all Grade 9 and 10 students the opportunity to complete their Duke of Edinburgh Bronze Award. Through the Duke of Edinburgh Award program, students are involved in four experiential areas: service, expeditions, skills and fitness. School expeditions in Grades 9 and 10 and community service opportunities, plus numerous clubs and co-curriculars, are available for students to include as part of the completion of their Bronze Award.

Principal’s Award (Grades 7 and 8)

Modeled after the IB Diploma CAS Program and the Duke of Edinburgh’s Award Program, Branksome Hall has created the Principal’s Award for students in Grades 7 and 8. The Principal’s Award is a program that guides each Middle School student’s awareness of community and the opportunities that exist for her participation through a flexible program in which challenge is defined individually.

The Principal’s Award actively engages each student in developing a variety of personal development skills through service, physical recreation, skills and interests, and adventurous activity. Through grade overnight trips and an extensive co-curricular and athletics program, Middle School students can achieve their Principal’s Award just by being involved in school life.

2. Grade 10 Ontario Secondary School Literacy Requirement

All students must successfully complete the Grade 10 Ontario Secondary School Literacy Test (OSSLT) to earn the Ontario Secondary School Diploma. Students will normally take the test when they are in Grade 10. The test is based on the Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9.

The test serves both to determine whether students have acquired the reading and writing skills considered essential for literacy and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy.

The test will identify those students who have not demonstrated the required skills, and areas in which these students need remediation.

Students who might benefit from a deferral of the test may include those who have been identified as exceptional and those in English as a Second Language courses who have not yet acquired the level of proficiency in English required for successfully completing the test. On the recommendation of faculty, in particular the ESL Coordinator, the Principal will consider a one-year deferral.

Students who are not successful in the OSSLT will be provided opportunities to take the Ontario Secondary School Literacy course.

ACADEMIC POLICIES

1. Code of Conduct

Branksome Hall has a well-developed Code of Conduct that outlines the shared expectations of the Branksome community. The Code addresses environmental responsibility, discipline, harassment and anti-bullying, drugs and alcohol, academic integrity, attendance, student safety, uniform expectations, sportsmanship, and computer and network acceptable use. The document is available through the School Office and our website’s Community Portal.
2. Substitution of Compulsory Credits

Branksome Hall will consider substitution of compulsory courses in order to ensure that students with unique learning backgrounds or special needs can qualify for the secondary school diploma. Substitutions may be made for a limited number of compulsory credit courses using selected courses offered by the school that meet the requirements for compulsory credits or include courses from the Guidance and Career Education curriculum. A maximum of one credit earned for a Learning Strategies course may be used through substitution to meet a compulsory credit requirement.

The Principal may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements.

In all cases, the sum of compulsory and optional credits will not be less than 30, to ensure that students qualify for the Ontario Secondary School Diploma (OSSD).

Substitutions will be made to promote and enhance student learning or to meet special needs and interests. For example, students who have not studied French prior to Grade 9, and thus do not have the required prerequisite hours, may qualify to have the compulsory French credit replaced by another course.

The decision to make a substitution for a student will be made only if the student’s educational interests are best served by such substitution. If a parent or a student requests a substitution, the Principal will determine whether or not a substitution should be made. The Principal, on the advice of the Head, Student Services and Director, Middle and Senior School, may also initiate consideration of whether a substitution should be made. The Principal will make her decision in consultation with the parent or student.

Each substitution will be noted on the student’s Ontario Student Transcript (OST).

3. Course Changes

Students are encouraged to make course selections thoughtfully. We do recognize, though, that from time to time students change their career goals and post-secondary plans.

Course changes may be made in a student’s timetable **only** until **September 15, 2017**, provided the change is academically sound, there is space in the preferred course, the student has the prerequisite, and there is approval from the parent, teacher, counsellor and Director, Academics. If a student exceeds the recommended course load, an extra course may be dropped prior to the Full Disclosure date, with the permission of the teacher, the Principal’s designate and the parent.

In keeping with the Ministry of Education’s **Full Disclosure Policy**, if a Grade 11 or 12 course is dropped five instructional days after the receipt of the first written report card, the course and mark will appear on the Ontario Student Transcript.

4. Alternative Methods to Earn Credits

A. Reach Ahead Credits

Students who attend Branksome Hall in Grade 8 earn Grade 9 secondary school credits at the completion of Grade 8. These Grade 9 credits, in conjunction with our IB Middle Years Program for Grades 7 to 10, provide the necessary foundation for the IB Diploma Program. These credits include the following
:  
  a. Exploring Technological Design, TDJ1O – 0.5 credit earned in Grade 8.
  
  b. Dramatic Arts ADA1O – 0.5 credit earned in Grade 8.
  
  c. Geography of Canada CGC1D – 1.0 credit earned in Grade 8.
  
  d. Healthy Active Living PPL1O – 1.0 credit earned in Grade 8.
  
  e. Music AMU1O (IAMV1O/AMS1O) – 0.5 credit earned in Grade 8.
  
  f. Visual Arts AVI1O – 0.5 credit earned in Grade 8.

B. External Music Credits

A maximum of one non-Grade 12 M credit toward the Ontario Secondary School Diploma is granted for the Royal Conservatory of Music’s Grade VII Practical and Intermediate Rudiments (formerly Grade I Rudiments). A maximum of one Grade 12 M credit for the Ontario Secondary School Diploma is granted for the Royal Conservatory of Music’s Grade VIII Practical and Advanced Rudiments (formerly Grade II Rudiments). Students who meet the requirements for the Grade 12 M credit will also earn the Grade 11 M credit. Equivalents for other schools of music must be checked with the Guidance Department.

C. Prior Learning Assessment and Recognition (PLAR) Credits

i. Equivalency Process

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario.

Equivalency credits are granted for placement only. The Principal, on the recommendation of the Director, Guidance and University Relations, will decide where the student should be placed and determine, as equitably as possible, the total credit equivalency of the student’s learning, and the number of compulsory and optional credits still to be earned.

ii. Challenge Process

The “challenge process” refers to the process whereby students’ prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment instruments for this process will include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 per cent of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance.

For students who are under the age of 18, or who are 18 or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11 and 12 courses, with no more than two in one subject area.
Branksome Hall only provides opportunities for students to challenge for credit courses, based on provincial curriculum policy documents, that are actually taught in the school.

Students are informed that they are responsible for initiating the challenge process and for satisfying all of the requirements. Students who are not adults (i.e., students who are under the age of 18) require parental approval before applying to challenge for credit for a course. Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if they wish to earn credit for the course without taking the course.

All students who challenge for credit are fully informed of the process, including the procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST).

Every prospective applicant is provided with an application form as well as materials that indicate what is expected in the course (i.e., the curriculum expectations) for which the student wishes to challenge for credit.

The Principal, on the recommendation of the Director, Guidance and University Relations and the Director Academics Senior and Middle School, will determine if a student’s challenge may proceed. Each challenge application will be evaluated in consultation with the student's parents (or with the student, if the student is an adult) and appropriate school staff (i.e., guidance counsellor, advisor, and subject teacher) to determine whether reasonable evidence for success exists and whether the challenge should occur.

Assessment and evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation will be based on all the strands in a course on all categories of knowledge and skills, and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student's level of achievement will be recorded as a percentage grade on the OST in the same way as achievement in other courses.

Assessment and evaluation strategies for the challenge process will include formal tests, other assessments of learning (70 per cent of the final mark) and a variety of other assessment strategies appropriate for the particular course (30 per cent of the final mark). The formal tests will have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, quizzes, and observation of student work.

There is a fee of $500 for completing a credit through the PLAR challenge process.

5. Independent Study

This policy was developed in accordance with Ontario Schools, Kindergarten to 12, Policy and Program Requirements, 2011, page 85.

Branksome Hall will provide limited opportunities for students to complete an independent study course. The Principal, on the advice of the Director, Guidance and University Relations and Director, Academics Senior and Middle School will determine if an independent study course is appropriate for a particular student. Circumstances that might merit consideration for independent study could include the following:

1. The student is an elite athlete, actor, or otherwise involved in a significant pursuit outside of the school, which requires the student to miss significant time.
2. The student was not able to take the course because of a timetable conflict and the course is compulsory for earning the Ontario Secondary School Diploma, or is a prerequisite for a post-secondary program.

The student pursuing an independent study credit is required to meet all the curriculum expectations of the course and complete 110 hours of study. The Principal, on the recommendation of the Director, Academics Senior and Middle School, will assign a teacher to outline the course for the student and to develop all necessary assessments and evaluations.

The Principal will ensure that the teacher assigns all required components of the course, suggests available resources, evaluates the achievement of the student, and ensures the total work involved is equivalent to that expected in the time scheduled for the course. The student will be responsible for completing all coursework, including all assessment and evaluation tasks.

**There is a fee of $500 for completing a credit through independent study.**

6. **Waiving Prerequisite Courses**

If a parent or a student requests that a prerequisite be waived, the Principal, on the advice of the Director, Guidance and University Relations or Director, Academics Senior and Middle School, will determine whether or not the prerequisite should be waived. The Principal, on the advice of the Director, Guidance and University Relations or Director, Academics Senior and Middle School, may also initiate consideration of whether a prerequisite should be waived.

The decision to waive a prerequisite will be considered if the student is able to demonstrate that she has mastered the expectations of the prerequisite course by presenting evidence, for example, completing a final culminating assessment that meets the Ministry achievement level of 4. The decision is considered only in cases where no PLAR challenge process has been initiated and no credit has been granted for the previous learning.

In addition, the Principal will consider waiving the prerequisite for a course if the student is taking the prerequisite course in the same academic year and has demonstrated exceptional achievement in previous courses in the discipline at the Ministry achievement level of a high 4.

Parent approval will be obtained through the option sheet selection process.

7. **Summer School**

Branksome Hall recognizes that students may wish to take extra courses through a variety of summer programs. In making their selections, students are encouraged to choose courses not offered by Branksome Hall during the academic year. We do not recommend that students take compulsory courses through summer school. In addition, students are reminded that the school requires all students to take an English course each year at Branksome Hall. International Baccalaureate Diploma courses may not be taken in summer school or night school.

8. **Learning Strategies: Accessibility and Learning Diversity Policy**

**Definitions**

1. **Accessibility** – all girls have the opportunity to learn and be assessed under conditions that are as fair as possible.
2. **Learning Diversity** – girls present with a variety of learning styles and needs. The school provides support for all types of learners.

3. **Learning Strategies Plan** – a formal written educational plan developed for every girl with an identified learning need.

4. **Inclusive Classrooms** – classrooms that include girls with a variety of learning needs.

5. **Accommodations** – changes to instruction or assessment that allow an individual student to learn the curriculum and demonstrate that knowledge.

6. **Differentiated Instruction** – instruction in an inclusive classroom that is tailored to the individual needs of a learner.

**A. Principles**

1. **Our Mission:** *Each day we challenge and inspire girls to love learning and to shape a better world.* The purpose of Learning Strategies support is to ensure that girls with identified learning needs are supported so that they can live our Branksome Hall mission statement.

2. Branksome Hall is committed to providing the IB Primary Years Program, the Middle Years Program and the Diploma Program to every student regardless of her learning needs. Our classrooms are inclusive and welcome a diversity of learning styles. This Accessibility and Learning Diversity Policy is designed to ensure that the special education needs of individual learners are met within this context.

3. The Learning Strategies Team, under the leadership of the Director, Learning Strategies, has been charged by the Board of Governors to ensure that students with special education needs are identified and accommodated so that they have equal access to the curriculum. The Team will work with the teachers to ensure that differentiated instruction is provided in the classroom for special needs students. We understand that differentiated instruction is good practice and do not confine differentiation exclusively to identified students. The Learning Strategies Team is committed to supporting all girls at Branksome Hall.

4. We believe that every student is the responsibility of every teacher. This means that our teachers take ownership of the students with special learning needs in their classrooms and differentiate their instruction to meet those needs.

5. As an independent school, Branksome Hall is privately funded. Provincial government funding is not available for our Learning Strategies program. For this reason, Branksome Hall is unable to support students whose learning needs exceed the inclusive classroom. The Director, Learning Strategies is a member of the Admissions Team to ensure that when we accept a girl with special learning needs, we feel confident that we can support her in an inclusive classroom without modifying the curriculum.

6. Professional development in differentiated instruction is ongoing. Learning Strategies teachers continually update faculty on research based best practices.

7. Part of the role of every Learning Strategies Team member is to consult with classroom teachers and provide strategies for differentiated instruction. All grade level teacher meetings or case conferences begin with a review of individual Learning Strategies Plans and a discussion of strategies for differentiated instruction. Teachers are invited to share successful strategies they have developed. In this way, PD is ongoing and teachers share their expertise.

8. The student plays an important role in this process. She must come to understand that learning differences are part of our rich, diverse learning environment. While she may learn differently than many of her classmates, she still has a voice that is encouraged and welcomed in the classroom. Part of her role is to learn to self-advocate. The Learning Strategies Team will work with her until she is comfortable advocating for herself.

9. There is dedicated space in all three divisions for the Learning Strategies program. Adaptive technology is available in all three buildings. The space is used for teaching and learning purposes, as a quiet student work space, and as a place to provide testing accommodations.

**B. Practices**
i. Practices common to all programs – Junior Kindergarten to Grade 12

1. The classroom teacher will make the initial referral of a student to one of the members of the Learning Strategies Team who will then observe and work with the student.

2. After support has been given by members of the Learning Strategies Team, the Guidance Counsellors, the Social Worker or the Health Centre, a decision is made in consultation with the parents and the Director, Learning Strategies that a referral should be made to an outside psychologist for a psycho-educational assessment or a mental health professional for a social-emotional assessment. As we do not have a psychologist on staff at Branksome Hall, payment for the assessment is the responsibility of the parent. The parent is provided with a list of local educational psychologists and encouraged to contact their family physician for further recommendations.

3. The parent shares the assessment report with a member of the Learning Strategies Team. If the student has been identified as having a learning disability, a social-emotional disorder, or a medical diagnosis that interferes with learning, a Learning Strategies Plan is developed by a member of the Learning Strategies Team in consultation with the parent and the student if she is 12 or older, the guidance counsellor or the PYP Coordinator. This plan will build on the strengths of the student and teachers will differentiate their instruction to accommodate the individual learning needs as laid out in the plan. All testing/exam accommodations granted by Branksome Hall must be supported by the assessment and written into the plan.

4. A copy of the psycho-educational assessment is kept in a confidential file and only the Learning Strategies Plan is shared with the teachers. This plan is located in a confidential Teacher Shared Drive. It is understood that under Ontario Education Law, the Learning Strategies Plan is a legal document. A copy of the Learning Strategies Plan is placed in the OSR and the parents receive a copy of this plan. Upon transfer or graduation, the psycho-educational report is placed in the OSR.

5. Learning Strategies Plans are reviewed at regular intervals and must be updated annually. The parents and the student (if in the Middle or Upper School) are invited to participate.

6. After consultation with the classroom teacher and parent, professional tutoring may be recommended to consolidate skills and provided intensive guided practice. (See Professional Tutoring Policy). The professional tutoring program is supervised by the Director, Learning Strategies.

7. The Learning Strategies Team across the Junior, Middle and Senior Schools is managed by the Director, Learning Strategies. She reports directly to the Head, Curriculum, Innovation and Professional Learning.

ii. PYP – Junior Kindergarten to Grade 6

1. A student may be presented as a referral at the case conference held twice a year in the Junior School. All students with Learning Strategies Plans are discussed at these conferences. Students may also be presented for referral at our bi-weekly Student Services Team meeting which includes the Assistant Head, Junior School, Director, Learning Strategies, Learning Strategies teachers, the Junior School Social Worker, and the School Nurse.

2. The Learning Strategies Team members in the Junior School are supervised by the Director, Learning Strategies. The Junior School has two full-time Learning Strategies Specialists for push-in and pull-out literacy and numeracy support. Both work collaboratively with classroom teachers.

3. Academic diagnostic testing is carried out by all Junior School classroom teachers on a regular basis. All students in the pull-out literacy program are tested to provide a base-line at the beginning of the program and at frequent intervals, to measure growth and design “next steps”. All test scores and anecdotal comments are written in a running document posted in the Junior School Teachers Shared Files. Every Junior School teacher is encouraged to post learning strategies for any student in this file.
iii. **MYP and DP – Grade 7 to Grade 12**

1. A student may be presented to Learning Strategies at the bi-weekly Student Services Team Meeting for our Middle and Senior School or at the Grade Level Teacher Meetings if the issue is academic, physical or social-emotional in nature.

2. The Director, Learning Strategies, with the written permission of the parent, will provide copies of the psycho-educational report and the Learning Strategies Plan to the DP coordinator so they can file for testing accommodations with the IBO.

3. For an MYP student with an identified learning disability, whose learning needs prevent her from fulfilling all components of the MYP certificate, the school MYP participation pin will still be awarded provided the Personal Project and the community service requirements are met.

4. The Learning Strategies Team members in the Middle and Senior School include three full-time specialists for push-in and after school support. Two Middle School Guidance Counsellors provide 20% of their time to Learning Strategies. All Learning Strategies personnel, including the Director, Learning Strategies, provide instruction in Guidance and Learning Strategies for all students in grades 7, 8, and 9.

5. Subject support in Mathematics, Science and Modern Languages is available to any student in the Middle and Senior School through the Peer Tutoring Program. This program is supervised by a Learning Strategies teacher.

6. The Learning Strategies Team have regular check-ins with every girl in the Middle and Senior School who has a Learning Strategies Plan. Many of these students, as well as students without a plan have scheduled work periods with Learning Strategies teachers in the fringes of the day. These teachers also push-in to classrooms to observe the work habits of girls with identified learning disabilities and to connect with subject specific teachers. The Learning Strategies teachers also maintain regular contact with the parents of these students.

7. Testing accommodations are given in the classroom as much as possible in the Middle School. For Grades 7 and 8, tests are no longer than 50 minutes in length, but all students should be allowed 80 minutes if needed to complete a test. (See Assessment Policy). All Grade 7 and 8 Learning Strategies students should be permitted to complete tests and summative tasks using their laptops if this is stated on their Learning Strategies Plan. If a Middle School student needs to be accommodated outside of the classroom, she reports to guidance and will take the test in the guidance conference room under the supervision of the guidance counsellor. In the Senior School, girls with testing accommodations take their tests in the Testing Centre under the supervision of the Learning Strategies Administrative Assistant (See Assessment Policy).

8. If the assessment indicates a Language Learning Disability, and the student is struggling with Language B, the Director, Learning Strategies may make a recommendation to the Academic Review Committee that the student withdraw from the language requirement from Grade 10 through Grade 12. If the Academic Review Committee endorses the recommendation, the parent is consulted. It is important for everyone to understand the implication of this withdrawal. Withdrawal from Language B automatically withdraws the student from the IB Diploma, but the student will continue as IB Courses Candidate, along with and OSSD Candidate.

Branksome Hall is committed to making our classrooms safe, inclusive environments where every girl has an opportunity to learn and grow so that she can realize her potential to shape a better world.

9. **Assessment, Evaluation and Reporting**

At Branksome Hall, students receive clear and detailed feedback on their progress, against clearly outlined criteria, continually throughout the school year. At the start of the school year, the classroom teacher will provide a course statement summarizing the focus for assessment, evaluation and the basis for determining grades. Students will have an opportunity to demonstrate their learning through a range of assessment and evaluation strategies including, but not limited to, written assignments, oral presentations, tests and formal examinations. A formal examination session for students in Grades 8 to 12 will be held in June. Student
achievement will be reported five times annually through one progress report, two Parent-Teacher Interview sessions and two formal written reports. This policy is aligned to Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010.

A. Definitions
Assessment is the process of gathering information on student learning from a variety of sources to understand how well students are achieving identified curriculum expectations.

Evaluation is the process of judging the quality of student work based on identified criteria and assigning a value to represent the level of achievement attained.

Diagnostic assessment is the process of gathering evidence of student learning prior to commencing instruction. This information is useful for planning instruction, and in particular for individualizing program delivery. It is not used to determine student achievement levels.

Assessment as learning (formative) is the process of developing students’ ability to monitor their own learning and set individual learning goals. Assessment as learning tools include reflection on teacher feedback, as well as self and peer assessment.

Assessment for learning (formative) is the process of gathering information during the learning process. It involves constructive and specific feedback to students aimed to improve learning. This evidence may be used for determining a grade/level when there is insufficient or inconsistent evidence from evidence from assessments of learning.

Assessment of learning (summative) may occur throughout a course. Assessment of learning is designed to allow students to demonstrate achievement toward the expectations of a course. It forms the primary basis for establishing the report card levels of achievement.

B. Principles
The primary purpose of assessment and evaluation is to improve student learning. Assessment and evaluation strategies must be varied in nature, including products, observations and conversations, and allow students to demonstrate the full range of their learning. The assessment of curriculum expectations is separated from the assessment of learning skills and responsibility. Assessment and evaluation practices are fair to all students.

1. Assessment involves assessment as learning, assessment for learning, assessment of learning.
2. Learning expectations and criteria for assessment are communicated to students in advance.
3. Students are provided with opportunities to learn how to assess their own work and to set goals for improvement.
4. The use of student portfolios to demonstrate growth over time is encouraged.
5. Students are provided with examples and models to assist them in understanding how to achieve excellence.
7. Teachers provide students with ongoing and descriptive feedback on their learning to help them establish goals for improvement.
8. Teachers work collaboratively to determine achievement levels and to establish exemplars.
9. Assessment and evaluation practices accommodate the needs of exceptional students (consistent with their Learning Strategies Plans and the Learning Strategies: Accessibility and Learning Diversity Policy) and the needs of students who are learning the language of instruction.
10. Determination of grading levels for formal reporting purposes should primarily reflect student performance on assessment of learning tasks. Students’ level grades will reflect their most
consistent level of achievement with an eye to their most recent levels of achievement at the time of reporting.

11. Informal reporting of student achievement occurs throughout the academic year; formal reporting of student achievement occurs at regular intervals and includes both report cards and parent-teacher interviews. Student involvement in the interview process is encouraged.

12. Reporting focuses on areas of strength and ways to support areas in need of strengthening.

C. Practices
Assessment is used to support student learning and encourage student success. It is integrated regularly with instruction. Evaluation is used to determine future class placement and, ultimately, university admission.

i. Practices common to all programs
1. Assessment as and for learning are integral parts of instruction. Practices related to assessment as and for learning include the following:
   - Giving students frequent descriptive feedback on assessment for learning tasks.
   - Giving students feedback that aims to improve performance.
   - Giving students feedback that provides an incentive for improvement.
   - Occasionally providing levels or marks on assessments for learning as a diagnostic tool and as an incentive for improvement.
   - Occasionally using assessments for learning to support the determination of a level, though only when this works in the student's favour.

2. Assessments of learning are used as the basis for determining levels at reporting times. Practices related to assessment of learning include the following:
   - Gathering information about the results of learning at the end of a period of learning.
   - Limiting the number of assessment of learning tasks in a grading period between three and five.

3. Practices related to the determination of individual achievement levels include the following:
   - Relating them to criterion-referenced standards.
   - Determining them using level descriptors specific to the subject.
   - Assigning levels based on most consistent performance related to expectations, with an eye to most recent performance.
   - Evidence of student achievement is collected over time from three different sources – observations, conversations and student products.
   - Allowing faculty to use their best professional judgement in determining levels of performance, taking into account the evidence and, where necessary, circumstances faced by individual students.

ii. Practices in the PYP (Grades JK to 6)
1. Student-led conferencing is a strategy for communicating student learning to parents.

2. Levels reflect individual achievement of learning expectations.
   a. Effort, participation and attitude are not included in levels. These are evaluated separately through the PYP attitudes, and anecdotally with reference to a student’s progress with the IB Learner Profile.

3. Students are given opportunities for descriptive feedback on assessment for learning (formative) tasks; faculty emphasize that this feedback leads to improvement. Levels or other indicators (Beginning, Developing, Secure) may be given for this work, primarily as an indication of student performance to date, and may serve as a guide for faculty in assessing student performance on assessment of learning tasks.
a. Levels for reporting purposes are based on scope and sequence descriptors for the subject.

4. Students keep “Growth Reflection Portfolios.”
   a. Each sample has some form of reflection attached.
   b. The following framework outlines the minimum expectations. Teachers are free to add supplementary entries as desired.
   Note: Grade level teachers decide how their portfolios will be organized.

   **Primary Division Portfolio Framework**
   Grades JK to 3
   - **Reading:** A student reflection on how her reading has progressed
   - **Writing:** A writing sample from each term to show growth
   - **Math:** An assessment sample chosen by the teacher and a student sample from each term
   - **Inquiry:** A sample chosen by the teacher and a student sample from each Unit of Inquiry
   - **Personal:** A sample regarding the Learner Profile, attitudes, goals, behaviour, etc.
   - **Specialists:** A sample reflection from each Rotary Subject e.g., digital picture with reflection

   **Junior Division Portfolio Framework**
   Grades 4 to 6
   - **Reading:** One sample from each term
   - **Writing:** One sample from each term
   - **Math:** One sample from each term
   - **Inquiry:** One sample from each Unit of Inquiry
   - **Personal:** One sample from each term regarding the Learner Profile, attitudes, goals, behaviour, etc.
   - **Specialists:** One sample, for each Rotary Subject, from each term

5. Formal reporting of student achievement occurs five times each year:
   - Two written report cards in February and June
   - Two parent-teacher interviews in October and February
   - One student-led conference in December

iii. **Practices in the MYP (Grades 7 to 10) and DP (Grades 11 to 12):**
1. Approaches to Learning objectives are assessed and reported separately from the achievement of other learning expectations, unless they have been specifically articulated in the learning expectations of the course. Practices related to Approaches to Learning for students in Grades 7 to 12 include the following:
   - The incorporation of information related to organization, self-regulation, collaboration and leadership.
   - Structuring group assignments in such a way that individual achievement and accountability form the basis for levels.
   - Reporting performance separately on the report card using a four-point scale of achievement:
     - Inconsistently Effective – Level 1
     - Moderately Effective – Level 2
2. Ministry of Education achievement charts and MYP/DP criteria are aligned to form level descriptors for Grades 7–8, Grades 9–10, and Grades 11–12 which are used for grading purposes. These are structured according to the four Ministry categories: thinking, application, knowledge and communication. Term work is weighted as 70% of the evidence for determining a student’s level and culminating tasks as 30% of the evidence for determining the final level. The culminating task may include a written exam in June or be a combination of two or more tasks. Levels are converted to percentages only at the time of report card printing, following a conversion scale agreed to by all IB Schools in Ontario (see Table of Equivalency).

3. All students receive an assessment and evaluation statement for each course. Practices related to the communication of assessment expectations include the following:
   • Assessment and evaluation practices and expectations are discussed with students at the beginning of instruction.
   • Rubrics are distributed and discussed in advance of submission dates.
   • Students are involved in the development of criteria, checklists, rubrics and scoring guides.
   • Exemplars are made available to students.

4. Students are required to submit all assessment for and of learning tasks on the due dates. Practices related to supporting students in meeting deadlines include the following:
   a. Due dates are negotiated for major assessment of learning tasks/tests with the class.
   b. Due dates are allowed within a range of dates.
   c. Extensions for submission of assignments are based on individual circumstances.
   d. Firm due dates for major assessments of learning are communicated in advance, based on reporting schedules and when work is handed back.
   e. Students who miss a firm due date for an assessment of learning task will be required to complete the work according to the Firm Due Dates Protocol (Appendix II).
   f. For reporting purposes, there will be firm, school-wide cut-off dates for teachers to evaluate student work. If work is not submitted by these due dates, the report card may indicate “unable to assess” to reflect the fact that insufficient assessment data exist to make a fair evaluation of student performance of major expectations. In this case, no credit may be granted until work is submitted. Students may fail a course based on insufficient assessment evidence.
   g. If a student fails to submit assessments for or of learning on time, there will be escalating consequences:
      • The teacher must call the parents.
      • The student must attend a sitting.
      • A Missed Assignment form is completed, establishing a contract between the teacher and the student, and a copy is provided to the Guidance Counsellor and Head of Senior or Assistant Head of Middle School, and the respective IB Coordinator.
      • The student must meet with the Guidance Counsellor to determine the source of the problem and to develop a plan to address the situation; this plan may involve required make-up work, which the student must negotiate with the teacher.
      • If a contract is broken, the student must meet with the Director, Academics or the Head of School.
      • A student may be withdrawn from co-curricular commitments until her work is completed.
      • For assessment of learning tasks, a student may be required to attend compulsory work sessions at a time and place determined by the IB MYP or Diploma Co-ordinator.
      • Report card comments may include “unable to assess, work not submitted.”
5. Tests for Grade 7 and 8 students should be no longer than 60 minutes in length. All students in Grades 7 and 8 should be allowed up to 75 minutes to complete their tests, if necessary.

6. Final exams are to be handwritten, unless a student has an accommodation permitting the use of computer determined by her Learning Strategies Plan. Assessments of learning that serve as practise for a final exam should be completed under the same conditions as the final exam.

7. Formal reporting of student achievement occurs five times each year:
   - One progress report in November
   - Two written report cards in February and June
   - Two parent-teacher interviews in December and April.

   Residence families receive an anecdotal progress report in December and April.

8. **Students with identified learning needs** will receive supports and accommodations based on their Learning Strategies Plan guided by the recommendations in a student’s psycho-educational assessment. (Refer to the Branksome Hall Learning Strategies: accessibility and Learning Diversity Policy).

   Accommodations are only allowed where a student has identified learning needs and where supporting documentation is provided.

   Parents are advised to consult with the Director of Learning Strategies, before seeking such documentation or proceeding with a psycho-educational assessment in order to ensure that the presentation of information in the written report meets the requirements of the school and, for students in IB Diploma 1 and IB Diploma 2, the guidelines established by IBO.

   1) **Extra Time (Grades 7 and 8)**

   Students authorized for “extra time” on tests and exams must adhere to the following policies:
   - Extra time allocations are determined on an individual basis
   - Extra time is provided wherever possible in the regular classroom by the subject teacher
   - Where additional support is needed, extra time may be provided in the Guidance Meeting Room by the Guidance Counsellor
   - Where needed, additional time may be provided before or after school, and will be arranged on an individual basis.

   2) **Extra Time (Grades 9 to 12)**

   Students authorized for “extra time” on tests and exams must adhere to the following policies:
   - Extra time allocations are determined on an individual basis
   - Extra time is provided in the Buccleuch Testing Room prior to the start of Period 1 and Period 4 on the same day as the test
   - Students who fail to show up for their extra time prior to the start of Period 1 or Period 4, will forfeit their extra time
   - Students are required to write on the same day and during the same period that the test is scheduled to be written in the regular classroom
   - Students unable to write on this date or at these times must write their test in the make-up testing room. Laptops will be provided, as needed. Extra time is granted after 5:00 p.m.

   3) **Use of a Computer (Grades 7 and 8)**
Students authorized for “use of a computer” on tests and exams must adhere to the following policies:

- Use of a computer is determined on an individual basis
- Use of a computer is provided in the regular classroom by the subject teacher.

**Use of a Computer (Grades 9 to 12)**

Students authorized for a “use of a computer” on tests and exams must adhere to the following policies:

- Use of a computer is determined on an individual basis
- Use of a computer is provided by Learning Strategies in the Buccleuch Testing Room.

4) **Use of a calculator, spell check or dictionary**

Use of a calculator, spell check, or a dictionary is permissible when a specific recommendation for this accommodation is included in a student's psycho-educational assessment and where the assessment data supports this recommendation.

5) **Readers and scribes**

- A reader and/or scribe is provided for major tests and final exams when a specific recommendation for this accommodation is included in a student's psycho-educational assessment and where the assessment data supports this recommendation. Where possible adaptive technology is used up to the end of Grade 11.
- Students are responsible for informing the Learning Strategies Teacher of the need for a reader or scribe a minimum of five school days in advance of a major test.
- The Learning Strategies teacher will coordinate readers and scribes for all qualifying students in advance of final exams.

6) **Use of memory supports**

- Use of a memory support is permissible only when a specific recommendation for this accommodation is included in a student's psycho-educational assessment and where the assessment data supports this recommendation.
- A memory support is **not** authorized for students in IB Diploma 1 or IB Diploma 2, regardless of any recommendation made in the psycho-educational assessment.
- A memory support may include information designed to trigger a student’s prior knowledge (e.g., use of acronyms, keywords or dates, simple formulae). It is **not** meant to provide complete information (e.g., full definitions; diagrams that a student will be asked to reproduce; lengthy text).
- It is the responsibility of the student to meet with the teacher in order to determine what information may be included on the memory support sheet.
- Students may prepare one single-sided page (8-1/2 x 11) for use during a test.
- Students **must** submit this page to their subject teacher a minimum of two days in advance of the test.
- The subject teacher will confirm that the information noted on the sheet is permissible. The teacher will sign and retain the memory sheet. It will be returned to the student in the Buccleuch Testing Room when she writes the test.
- The student may not bring any other information with her on the day of the test and may use only the signed sheet that has been authorized by the subject teacher.
- If a student has not made arrangements as outlined above, the use of a memory sheet will not be allowed.

7) **Test Anxiety**

- Accommodations are provided where medical disability exists or assessment documentation is provided.
In cases of test or exam anxiety, accommodations are provided to any student with an anxiety disorder as diagnosed by a psychiatrist using the diagnostic criteria found in the DSM-V.

Any student with an anxiety disorder will receive testing accommodations as recommended by her psychiatrist in compliance with the IB.

ii. Practices in the DP (Grades 11 and 12)

1. All courses that result in a Ministry of Education credit must have a culminating assessment worth 30%; evaluated term work is weighted at 70%.
   - In Grade 12, the 30% culminating assessment is based on the student’s performance on the IB externally moderated assessment tasks.

2. The Director of Learning Strategies will submit a request for accommodations to IBO for students with identified learning disabilities.

3. Program modifications for students with identified learning disabilities will be approved by the Academic Review Committee.

Firm Deadlines Protocol

*Firm Due Date* — published final date for an assigned assessment of learning task; it is assumed that time has been given in class, internal deadlines have been established, and the process has been explicit. Once a firm deadline has been reached, teachers are not permitted to negotiate with students.

If a student does not hand in the assigned work by the **DATE** and the **TIME** it is required, the following steps need to be undertaken:

**Steps**

1. **Teacher** confirms firm due date with IB Coordinator, Diploma Program for Grades 11 and 12, MYP for Grades 9 and 10, or the Assistant Head, Middle School for Grades 7 and 8 two days in advance of deadline and reviews protocol and reviews firm due date expectations with class.

2. On due date: **Teacher** collects assignments in class and immediately confirms which students have missed the deadline.

3. **Teacher** informs students who have missed the deadline to report to the Resource Centre after school to complete the work and hand it in to the teacher by 5 p.m. If the work is still not complete, the **Coordinator/MS Assistant** will meet with the student.

4. Support meeting: **Coordinator/MS Assistant** speaks to students to find out why deadline was missed and to inform them of the remaining steps of the firm due date protocol:
   - a. Student must report to the library after school for supervised completion of work.
   - b. Student is suspended from all co-curricular and leadership commitment until the work is completed.
   - c. Student works every day in library until work is completed.
   - d. If, after three days, work is still not complete, student is suspended from regular classes to work in library all day; work that is completed at the end of the fourth day is the work that will be assessed.

5. **Coordinator/MS HOS** emails the following, after meeting with student:
   - i. Teacher
   - ii. Resource Centre staff
   - iii. Counsellor
   - iv. Parent
   - v. HOS
vi. MS Assistant Head  

vii. Director of Student Life  

viii. Director of Residence, if applicable  

6. In the case of student non-compliance with the above steps, coordinators communicate with HOS, who conducts disciplinary meeting with student and determines additional steps and consequences, as necessary.  

7. **Role of IB Coordinators in Managing Firm Deadlines:**  
   a. Create firm due date calendars with input from all departments.  
   b. Communicate upcoming firm due dates with Heads of the Senior and Middle Schools, Resource Centre staff, and Guidance Counsellors to be ready for potential support.  
   c. Communicate upcoming firm due dates with parents in *Friday File East, Middle School Messenger*, and Community Portal  
   d. Address firm due date concerns at Instructional Leaders meetings, Grade Meetings and individual meetings as they come up.  
      i. Negotiate any changes to the calendar during the year with input from students, IB teachers, instructional leaders and administrators.
# Table of Equivalency for Reporting, Grades 7-12

<table>
<thead>
<tr>
<th>Branksome Level</th>
<th>IB General Grade Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OSSD Percentage</strong></td>
<td><strong>Ministry Level</strong></td>
</tr>
<tr>
<td><strong>Branksome Level</strong></td>
<td><strong>IB General Grade Descriptors</strong></td>
</tr>
<tr>
<td><strong>Grade 7</strong></td>
<td><strong>Grade 7</strong></td>
</tr>
<tr>
<td>7-7, 7+</td>
<td>Generates high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.</td>
</tr>
<tr>
<td>97, 98, 100</td>
<td>4++</td>
</tr>
<tr>
<td>4+</td>
<td>Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.</td>
</tr>
<tr>
<td>93, 94, 96</td>
<td>4+</td>
</tr>
<tr>
<td>4+</td>
<td>Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.</td>
</tr>
<tr>
<td>85, 88, 92</td>
<td>4/4+</td>
</tr>
<tr>
<td>4/4+</td>
<td>Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.</td>
</tr>
<tr>
<td>74, 78, 83</td>
<td>3/4</td>
</tr>
<tr>
<td>3/4</td>
<td>Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.</td>
</tr>
<tr>
<td>63, 67, 71</td>
<td>2/3</td>
</tr>
<tr>
<td>2/3</td>
<td>Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.</td>
</tr>
<tr>
<td>53, 56, 60</td>
<td>1/2</td>
</tr>
<tr>
<td>1/2</td>
<td>Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.</td>
</tr>
<tr>
<td><strong>Below 50</strong></td>
<td></td>
</tr>
</tbody>
</table>
10. Honour Roll

A. Definition:
"Honours" designation is intended to mark distinguished achievement which is multidisciplinary and transcends subject disciplines to include the Middle Years Program Personal Project, the Principal’s Award for Middle Division, the Duke of Edinburgh’s Award for Grade 9 and 10, the Creativity, Activity and Service (CAS) requirements and Extended Essay of the Diploma Program, and Approaches to Learning (ATL).

B. Principles:
● Honours designations are made once annually in June.
● There is no weighting of courses; full-year and half-year courses contribute equally.
● Course achievement levels: plus (+) and minus (-) levels are taken into account, for example a 5- is entered as 5.2, a 5 is entered as 5.5 and a 5+ is entered as 5.8.
● Minimum points required is based on the following calculation:
  o Minimum points for Honours = Number of courses completed x 5.2
  o Minimum points for High Honours = Number of courses completed x 6.2
● Approaches to Learning honours points are awarded based on a total of 12 points available for each course: four levels of application (not yet meeting expectations, approaching expectations, meeting expectations, exceeding expectations) in three learning skills (work habits, organization and team work).
● PLARS are not included.

C. Practices:

i. Practices in the DP
   Diploma 1 – Grade 11
   ● Honours = 36.4 points or higher
   ● High Honours = 43.4 points or higher AND interim criteria for CAS have been met
   ● points are earned by
     o achievement in 7 courses, which includes Theory of Knowledge (ToK)
     o 1 honours point for ATL if minimum of 89 points achieved
     o 1 honours point for Extended Essay if a completed and approved draft has been submitted by the end of the Grade 11 year
     o for SL and HL mathematics – the level of achievement in MCR3U is used to determine the honours points for this subject

   Diploma 2 – Grade 12
   ● Honours = 41.6 points or higher
   ● High Honours = 49.6 points or higher AND all criteria for CAS have been met
   ● points are earned by
     o achievement in 8 courses, which includes ToK and Extended Essay
     o for SL and HL mathematics – the level of achievement in MCV4U is used to determine the honours points for this subject
     o 1 honours point for ATL if minimum of 99 points achieved

ii. Practices in the MYP
   Grade 7
   ● Honours = 52 points or higher
- High Honours = 62 points or higher AND the Principal’s Award (MYP-CAS) has been achieved
- points are earned by
  - achievement in 10 courses
  - 3 honours points for ATL if minimum of 128 points achieved (only 11 courses assess ATL)

**Grade 8**
- Honours = 52 points or higher
- High Honours = 62 points or higher AND the Principal’s Award (MYP-CAS) has been achieved
- points are earned by
  - achievement in 10 courses
  - 3 honours points for ATL if minimum of 128 points achieved (only 10 courses assess ATL)

**Grade 9**
- Honours = 57.2 points or higher
- High Honours = 68.2 points or higher AND criteria for community service are met (at least 7 hours)
- points are earned by
  - achievement in 11 courses
  - 2 honours points for ATL if minimum of 128 points achieved (only 10 courses assess ATL)

**Grade 10**
- Honours = 57.2 points or higher AND MYP Pin achieved (completion of academic program, Personal Project, 15 hours Community Service)
- High Honours = 68.2 points or higher, MYP Pin achieved AND achievement of the Duke of Edinburgh’s Bronze Award
- points are earned by
  - achievement in 11 courses, which includes the Personal Project
  - 2 honours points for ATL if minimum of 128 points achieved (only 10 courses assess ATL)
GUIDANCE COUNSELLORS

The Guidance Counsellors at Branksome Hall support students in three areas of learning: social/emotional development, educational development, and career development. Students may face personal, educational and career exploration challenges that require the support of their Guidance Counsellor. Students are encouraged to examine their interests, aptitudes and values. They are encouraged to develop learning skills in the area of time management, study skills, goal setting and decision making. It is through the development of these skills, increased self-awareness and the continual acquisition of new information, that students are better able to make sound educational and career choices.

SUPPORT FOR UNIVERSITY ENTRANCE

Guidance Counsellors are very involved in helping students focus their university research and decision making. All students in Grade 10 are required to take the Career Studies course, where they research the choices that are available to them after high school and the necessary university entrance requirements. During Grades 10, 11 and 12, students are encouraged to attend university information sessions. Grade 10 and 11 students and parents are invited to university information nights and workshops, which discuss the breadth of choices, application process, scholarship opportunities and writing personal statements. Counsellors frequently meet with their Grade 10, 11 and 12 students to provide information, encouragement and support.

University requirements are constantly changing. Current information is available in the Career Centre, on the Branksome Hall Portal or by visiting the university websites. Applications to the U.K. and the U.S. are more complex than the applications to universities in Canada. The Guidance Department establishes specific guidelines to enable students to complete their applications accurately and on time. Parents and guardians who have any questions regarding their daughter’s progress at school, or future plans, are encouraged to consult their daughter’s Guidance Counsellor.

ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (OST) provides a common and consistent summary of a student’s achievement in Ontario secondary school credit courses. In Grades 9 and 10, only successfully completed courses will be recorded on the student’s transcript. All Grade 11 and 12 courses taken by a student, whether successfully completed or not, are recorded on the transcript. If a student withdraws from a Grade 11 or 12 course before the Full Disclosure date, the course will not be recorded. Full disclosure will occur 5 instructional days after the issue of the January/February report card.

The final result in the Grade 10 Ontario Secondary School Literacy Requirement, as well as confirmation that the student has completed the community involvement requirement and the International Baccalaureate (specialized program), will be included in the transcript.

ONTARIO STUDENT RECORD

Each student has an Ontario School Record (OSR) that is maintained for the purpose of improving the instruction of the student. OSRs include report cards and the Ontario Student Transcript (OST). Other documentation is maintained only if it is directly relevant to the student’s success. Parents of students under the age of 18, and students themselves, may access the student’s OSR by contacting the student’s Guidance Counsellor.
COURSE OUTLINES

Course outlines for all courses offered at Branksome Hall are available on the Community Portal.

## Grade 7 MYP Course Offerings

<table>
<thead>
<tr>
<th>COMPULSORY COURSES</th>
<th>COURSE CODES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>ENG7</td>
</tr>
<tr>
<td>FRENCH—CORE</td>
<td>FSF7</td>
</tr>
<tr>
<td>OR</td>
<td>FEF7</td>
</tr>
<tr>
<td>MATH</td>
<td>MAT7</td>
</tr>
<tr>
<td>SCIENCE AND TECHNOLOGY</td>
<td>SCI7</td>
</tr>
<tr>
<td>HUMANITIES AND SOCIAL SCIENCES</td>
<td>HSS7</td>
</tr>
<tr>
<td>OR</td>
<td>HSS7F</td>
</tr>
<tr>
<td>SCIENCES HUMAINES ET SOCIALES</td>
<td></td>
</tr>
<tr>
<td>compulsory for Extended French Students</td>
<td></td>
</tr>
<tr>
<td>VISUAL ARTS</td>
<td>AVI7</td>
</tr>
<tr>
<td>DRAMATIC ARTS</td>
<td>ADA7</td>
</tr>
<tr>
<td>MUSIC* - Band</td>
<td>AMI7</td>
</tr>
<tr>
<td>- Strings</td>
<td>AMS7</td>
</tr>
<tr>
<td>- Vocal</td>
<td>AMV7</td>
</tr>
<tr>
<td>COMMUNICATIONS TECHNOLOGY AND DESIGN</td>
<td>TGJ7</td>
</tr>
<tr>
<td>HEALTH AND PHYSICAL EDUCATION</td>
<td>PEF7</td>
</tr>
<tr>
<td>LEARNING STRATEGIES</td>
<td>GLS7</td>
</tr>
<tr>
<td>INTERNATIONAL LANGUAGES **</td>
<td></td>
</tr>
</tbody>
</table>

**For students whose mother tongue is not English. Offered after school for an additional fee.
# Grade 8 MYP Course Offerings

<table>
<thead>
<tr>
<th>COMPULSORY COURSES</th>
<th>COURSE CODES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>ENG8</td>
</tr>
<tr>
<td><strong>ENGLISH AS A SECOND LANGUAGE</strong></td>
<td>ESLBO</td>
</tr>
<tr>
<td><strong>FRENCH—CORE</strong></td>
<td>FSF8</td>
</tr>
<tr>
<td><strong>FRENCH—EXTENDED</strong></td>
<td>FEF8</td>
</tr>
<tr>
<td><strong>MATH</strong></td>
<td>MAT8</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>SCI8</td>
</tr>
<tr>
<td><strong>ISSUES IN CANADIAN GEOGRAPHY</strong></td>
<td>CGC1D</td>
</tr>
<tr>
<td><strong>ENJEUX GEOGRAPHIQUES DU CANADA</strong></td>
<td>CGC1DF</td>
</tr>
<tr>
<td><strong>VISUAL ARTS</strong></td>
<td>AVI1O</td>
</tr>
<tr>
<td><strong>DRAMATIC ARTS</strong></td>
<td>ADA1O</td>
</tr>
<tr>
<td><strong>MUSIC</strong></td>
<td>AMI1O</td>
</tr>
<tr>
<td>- Band</td>
<td>AMS1O</td>
</tr>
<tr>
<td>- Strings</td>
<td>AMV1O</td>
</tr>
<tr>
<td><strong>EXPLORING TECHNOLOGICAL DESIGN</strong></td>
<td>TDJ1O</td>
</tr>
<tr>
<td><strong>HEALTHY ACTIVE LIVING EDUCATION</strong></td>
<td>PPL1O</td>
</tr>
<tr>
<td><strong>LEARNING STRATEGIES</strong></td>
<td>GLS 8</td>
</tr>
<tr>
<td><strong>INTERNATIONAL LANGUAGES</strong> **</td>
<td></td>
</tr>
</tbody>
</table>

*Reach Ahead credits

**For students whose mother tongue is not English. Offered after school for an additional fee and, in some cases, as Reach Ahead credits. Please note that Grade 8 French and Mandarin mother tongue courses taught after school are not Reach Ahead credits.
### COMPULSORY COURSES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CODES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong> OR <strong>ENGLISH AS A SECOND LANGUAGE</strong></td>
<td>ENG1D</td>
</tr>
<tr>
<td><strong>FRENCH—CORE</strong> OR <strong>FRENCH—EXTENDED</strong></td>
<td>FSF1D</td>
</tr>
<tr>
<td><strong>FRENCH—CORE</strong> OR <strong>FRENCH—EXTENDED</strong></td>
<td>FEF1D</td>
</tr>
<tr>
<td><strong>CANADIAN HISTORY SINCE WORLD WAR I — Regular</strong></td>
<td>CHC2D</td>
</tr>
<tr>
<td><strong>HISTOIRE DU CANADA DEPUIS LA 1ère GUERRE MONDIALE</strong> — Extended French Students</td>
<td>CHC2DF</td>
</tr>
<tr>
<td><strong>CIVICS AND CITIZENSHIP</strong></td>
<td>CHV2O</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>SNC1D</td>
</tr>
<tr>
<td><strong>MATH—ACADEMIC</strong> OR <strong>MATH—EXTENDED</strong></td>
<td>MPM1D</td>
</tr>
<tr>
<td><strong>MATH—ACADEMIC</strong> OR <strong>MATH—EXTENDED</strong></td>
<td>MPM1DE</td>
</tr>
<tr>
<td><strong>LEARNING STRATEGIES</strong> (0.5 credit over Grade 9 and Grade 10)</td>
<td>GLS1O3</td>
</tr>
<tr>
<td><strong>HEALTH ACTIVE LIVING EDUCATION</strong></td>
<td>PPL2O</td>
</tr>
</tbody>
</table>

**Choose 1 of the following 3 combinations to study over Grades 9 and 10:**

<table>
<thead>
<tr>
<th>VISUAL ARTS AND COMMUNICATIONS TECHNOLOGY AND DESIGN</th>
<th>AVI2O1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>DANCE</strong> AND <strong>EXPLORING TECHNOLOGICAL DESIGN</strong></td>
<td>ATC2O1</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>DRAMATIC ARTS</strong> AND <strong>EXPLORING TECHNOLOGICAL DESIGN</strong></td>
<td>ADA2O1</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>MUSIC</strong> - Band - Strings - Vocal AND <strong>EXPLORING TECHNOLOGICAL DESIGN</strong></td>
<td>AMI2O1, AMS2O1, AMV2O1</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>MUSIC</strong> - Band - Strings - Vocal AND <strong>EXPLORING TECHNOLOGICAL DESIGN</strong></td>
<td>AMI2O1, AMS2O1, AMV2O1</td>
</tr>
</tbody>
</table>
## Electives – Choose 1  

<table>
<thead>
<tr>
<th>1.0 credit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to Business</strong></td>
<td>BBI2O</td>
</tr>
<tr>
<td><strong>Introduction to Computer Studies</strong></td>
<td>ICS2O</td>
</tr>
<tr>
<td><strong>Latin</strong></td>
<td>LVLBD</td>
</tr>
<tr>
<td><strong>Spanish (Cultural/Historical Studies/Media Arts)</strong>  - prerequisite for the Branksome Grade 10 Spanish course LWSBD</td>
<td>AWU1O/ASM2O</td>
</tr>
<tr>
<td><strong>Healthy Living and Personal Fitness Activities</strong></td>
<td>PAF3O</td>
</tr>
<tr>
<td><strong>Visual Arts</strong></td>
<td>AVI2O</td>
</tr>
<tr>
<td><strong>Dance</strong></td>
<td>ATC2O</td>
</tr>
<tr>
<td><strong>Drama</strong></td>
<td>ADA2O</td>
</tr>
<tr>
<td><strong>Music (Band, Strings, Vocal)</strong></td>
<td>AMI2O, OR AMS2O, OR AMV2O</td>
</tr>
<tr>
<td><strong>International Languages</strong> (Please see note Page 25)</td>
<td>LBA-LDY**</td>
</tr>
</tbody>
</table>

### Returning Students Grade 10 MYP Course Offerings

<table>
<thead>
<tr>
<th>Course Codes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>  OR  <strong>English as a Second Language</strong></td>
<td>ENG2D  OR  ESLDO</td>
</tr>
<tr>
<td><strong>French—Core</strong>  OR  <strong>French—Extended</strong></td>
<td>FSF2D  OR  FEF2D</td>
</tr>
<tr>
<td><strong>Spanish</strong> (only available to students who have completed the Grade 9 course)</td>
<td>LWSBD</td>
</tr>
<tr>
<td><strong>Latin</strong></td>
<td>LVLCU</td>
</tr>
<tr>
<td><strong>Mandarin</strong> (for students who have previously studied the language and who do not have the prerequisite hours for French)</td>
<td>LKBBD</td>
</tr>
<tr>
<td><strong>Geography—Regional</strong>  OR  <strong>Geography—Forces of Nature (Physical)</strong></td>
<td>CGD3M  OR  CFG3M</td>
</tr>
<tr>
<td><strong>American History (English or French)</strong></td>
<td>CHA3U  OR  CHA3UF</td>
</tr>
<tr>
<td><strong>History — World to End of 15th Century</strong></td>
<td>CHW3M</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>SNC2D</td>
</tr>
<tr>
<td><strong>Math—Academic</strong>  OR  <strong>Math—Extended</strong></td>
<td>MPM2D  OR  MPM2DE</td>
</tr>
<tr>
<td><strong>Career Studies</strong></td>
<td>GLC2O</td>
</tr>
<tr>
<td><strong>Healthy Active Living Education</strong></td>
<td>PPL3O</td>
</tr>
<tr>
<td><strong>Learning Strategies</strong> (0.5 credit over Grade 9 and Grade 10)</td>
<td>GLS1O4</td>
</tr>
</tbody>
</table>

### Choose 1 of the following 3 combinations:

- If Visual Arts, Drama or Music plus Technology were taken in Grade 9, they must be continued in Grade 10.

<table>
<thead>
<tr>
<th>0.5 credit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Arts</strong></td>
<td>AVI2O</td>
</tr>
<tr>
<td><strong>Exploring Technological Design</strong></td>
<td>TDJ2O2</td>
</tr>
<tr>
<td><strong>Dance</strong></td>
<td>ATC2O2</td>
</tr>
<tr>
<td><strong>Exploring Technological Design</strong></td>
<td>TDJ2O2</td>
</tr>
<tr>
<td><strong>Drama</strong></td>
<td>ADA2O2</td>
</tr>
<tr>
<td><strong>Exploring Technological Design</strong></td>
<td>TDJ2O2</td>
</tr>
</tbody>
</table>
**Music — Band, Strings, Vocal**  
0.5 credit  
**AND**  
**Exploring Technological Design**  
0.5 credit  

<table>
<thead>
<tr>
<th>Electives — Choose 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Arts</strong></td>
<td>AVI2O</td>
</tr>
<tr>
<td><strong>Dance</strong></td>
<td>ATC2O</td>
</tr>
<tr>
<td><strong>Dramatic Arts</strong></td>
<td>ADA2O</td>
</tr>
<tr>
<td><strong>Music — Band, Strings, Vocal</strong></td>
<td>AMI2O OR AMS2O OR AMV2O</td>
</tr>
<tr>
<td><strong>Introduction to Computer Studies</strong></td>
<td>ICS2O</td>
</tr>
<tr>
<td><strong>Computer Engineering Technology</strong></td>
<td>TEJ3M</td>
</tr>
<tr>
<td><strong>Latin</strong></td>
<td>LVLBD OR LVLCU</td>
</tr>
<tr>
<td><strong>Spanish</strong></td>
<td>LWSBD</td>
</tr>
<tr>
<td><strong>Geography — Regional</strong></td>
<td>CGD3M</td>
</tr>
<tr>
<td><strong>Geography — Forces of Nature (Physical)</strong></td>
<td>CGF3M</td>
</tr>
<tr>
<td><strong>American History (English or French)</strong></td>
<td>CHA3U OR CHA3UF</td>
</tr>
<tr>
<td><strong>History — World to End of 15th Century</strong></td>
<td>CHW3M</td>
</tr>
<tr>
<td><strong>Accounting</strong></td>
<td>BAF3M</td>
</tr>
<tr>
<td><strong>Healthy Living and Personal Fitness Activities</strong></td>
<td>PAF3O</td>
</tr>
<tr>
<td><strong>Physics (Please see counsellor)</strong></td>
<td>SPH3U</td>
</tr>
<tr>
<td><strong>International Languages (Please see note on Page 25)</strong></td>
<td>LBA-LDY**</td>
</tr>
</tbody>
</table>

**IB Diploma Program**  

<table>
<thead>
<tr>
<th>Subject Groups</th>
<th>Diploma 1</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Studies in Language and Literature (Mother Tongue) | ENGLISH: Literature......................... Standard Level  
ENGLISH: Literature........................................ Higher Level  
ENGLISH: Language and Literature ................ Standard Level  
ENGLISH: Language and Literature  
ESL .................................................... Standard Level  
ENGLISH: Language and Literature................ Higher Level  
MANDARIN: Language and Literature .......... Standard/Higher Level  
INTERNATIONAL LANGUAGES:  
Language and Literature......................... Standard/Higher Level | ENG3ULS  
ENG3ULH  
ENG3ULLS  
ESLEOLLS***  
ENG3ULLH  
LKBCULLS/LKBCULLH |
| **Group 2**    |           |             |
| Second Language | FRENCH........................................ Standard Level  
FRENCH.............................................. Higher Level  
LATIN................................................ Standard Level  
LATIN.............................................. Higher Level  
SPANISH................................. Standard Level  
SPANISH............................... Higher Level  
SPANISH................................. Ab Initio | FSF3US  
FEF3UH  
LVLCUS/LVLDUS  
LVLCUH/LVLDUH  
LWSCUS  
LWSCUH  
LWSBDABS |
### 2017-18 Academic Program

#### GROUP 3

**INDIVIDUALS AND SOCIETIES**

- **ECONOMICS**
  - Standard Level: CIE3MS
  - Higher Level: CIE3MH
- **GEOGRAPHY**
  - Standard Level: CGW4UH
- **ENVIRONMENTAL SYSTEMS & SOCIETIES**
  - Standard Level: SVN3MS
  - Higher Level: CHY4US
  - CHY4UH
- **HISTORY**
  - Standard Level: SVN3MS
  - Higher Level: CHY4US
  - CHY4UH

#### GROUP 4

**EXPERIMENTAL SCIENCES**

- **BIOLOGY**
  - Standard Level: SBI3US
  - Higher Level: SBI3UH
- **CHEMISTRY**
  - Standard Level: SCH3US
  - Higher Level: SCH3UH
- **ENVIRONMENTAL SYSTEMS & SOCIETIES**
  - Standard Level: SVN3MS
  - Higher Level: SPS3US
  - SPS3UH
- **PHYSICS**
  - Standard Level: SPS3US
  - Higher Level: SPS3UH
- **SPORTS, EXERCISE AND HEALTH SCIENCE**
  - Standard Level: SVN3MS
  - Higher Level: SVN3UH
  - SVN3US

#### GROUP 5

**MATHEMATICS**

- **MATH STUDIES**
  - Standard Level: SVN3US
  - Higher Level: SVN3UH
- **MATH**
  - Standard Level: MCF3MS
  - Higher Level: MCF3MH
  - MCR3US & MCF4US* / MCV4US* / MCR3UH & MCF4UH* / MCV4UH*

#### GROUP 6

**THE ARTS**

- **THEATRE**
  - Standard Level: ADA3MS
  - Higher Level: ADA3MH
- **MUSIC**
  - Standard Level: AMU3MS
  - Higher Level: AMU3MH
- **DANCE**
  - Standard Level: ATC3MS
  - Higher Level: ATC3MH
- **VISUAL ARTS**
  - Standard Level: AVI3MS
  - Higher Level: AVI3MH
  - AWR3MS
  - AWR3MH

- **ADDITIONAL DIPLOMA REQUIREMENTS**
  - THEORY OF KNOWLEDGE (TOK)
  - EXTENDED ESSAY (EE)
  - CREATIVITY, ACTIVITY, SERVICE (CAS)
  - HZT4U1*
  - EWC4C (0.5 credit)*

*Credits completed in Diploma 2  
*** For students who require English as a Second Language

---

### Grade 12/Diploma 2 Course Offerings

<table>
<thead>
<tr>
<th>IB Diploma Program Subject Groups</th>
<th>Diploma 2</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUP 1 STUDIES IN LANGUAGE AND LITERATURE</strong></td>
<td>ENGLISH: Literature... Standard Level</td>
<td>ENG4ULS</td>
</tr>
<tr>
<td>(MOTHER TONGUE)</td>
<td>ENGLISH: Literature... Higher Level</td>
<td>ENG4ULH</td>
</tr>
<tr>
<td></td>
<td>MANDARIN: Language and Literature... Standard Level</td>
<td>LKB4ULS</td>
</tr>
<tr>
<td></td>
<td>MANDARIN: Language and Literature... Higher Level</td>
<td>LKB4ULH</td>
</tr>
<tr>
<td></td>
<td>INTERNATIONAL LANGUAGE: Language and Literature... Standard/Higher Level</td>
<td></td>
</tr>
<tr>
<td><strong>GROUP 2 SECOND LANGUAGE</strong></td>
<td>FRENCH... Standard Level</td>
<td>FSF4US</td>
</tr>
<tr>
<td>LANGUAGE ACQUISITION (SECOND LANGUAGE)</td>
<td>FRENCH... Higher Level</td>
<td>FFE4UH</td>
</tr>
<tr>
<td></td>
<td>LATIN... Standard Level</td>
<td>LVD4US, LVD4US</td>
</tr>
<tr>
<td></td>
<td>SPANISH... Standard Level</td>
<td>LWDVDUS</td>
</tr>
<tr>
<td></td>
<td>SPANISH... Higher Level</td>
<td>LWSDUH</td>
</tr>
<tr>
<td></td>
<td>SPANISH... Ab Initio</td>
<td>LWSCUABS</td>
</tr>
</tbody>
</table>
### Branksome Hall 2017-18 Academic Program

#### GROUP 3
**INDIVIDUALS AND SOCIETIES**
- **ECONOMICS**
  - **Standard Level**
  - **Higher Level**
- **ENVIRONMENTAL SYSTEMS & SOCIETIES**
  - **Standard Level**
  - **Higher Level**
- **HISTORY**
  - **Standard Level**
  - **Higher Level**

#### GROUP 4
**EXPERIMENTAL SCIENCES**
- **BIOLOGY**
  - **Standard Level**
  - **Higher Level**
- **CHEMISTRY**
  - **Standard Level**
  - **Higher Level**
- **ENVIRONMENTAL SYSTEMS & SOCIETIES**
  - **Standard Level**
  - **Higher Level**
- **PHYSICS**
  - **Standard Level**
  - **Higher Level**
- **SPORTS, EXERCISE AND HEALTH SCIENCE**
  - **Standard Level**

#### GROUP 5
**MATHEMATICS**
- **MATH STUDIES**
  - **Standard Level**
- **MATH**
  - **Standard Level**
  - **Higher Level**
- **MDM4US/MHF4US*/MCV4US**
  - **MDM4UH*/MHF4UH*/MCV4UH**

#### GROUP 6
**THE ARTS**
- **THEATRE**
  - **Standard Level**
  - **Higher Level**
- **MUSIC**
  - **Standard Level**
  - **Higher Level**
- **DANCE**
  - **Standard Level**
  - **Higher Level**
- **VISUAL ARTS**
  - **Standard Level**
  - **Higher Level**
- **VISUAL ARTS—FILM**
  - **Standard Level**
  - **Higher Level**

**ELECTIVES**
- A 2nd Experimental Sciences
- A 3rd Language
- A 2nd Individuals and Societies

**ADDITIONAL DIPLOMA REQUIREMENTS**
- **All are required**
  - THEORY OF KNOWLEDGE: **TOK**
  - EXTENDED ESSAY: **EE**
  - CREATIVITY, ACTIVITY, SERVICE: **CAS**
  - **HZT4U**
  - **EWC4C (0.5 credit)*

*Credits completed, begun in Diploma 1

### IB DIPLOMA SUBJECTS AND ONTARIO (OSSD) EQUIVALENTS

Students at Branksome Hall who complete the requirements for the International Baccalaureate Diploma will also meet the requirements of the Ontario Secondary School Diploma. For this reason, all IB courses have been assigned equivalent credits at the senior level in the Ontario curriculum. These are shown in the table below. Interim grades (both IB and Ontario) are reported by Branksome Hall for the purpose of university admission. Depending upon an individual’s choice of IB subjects, a Branksome student will graduate with a minimum of seven Ontario Senior Level 4U/4M credits.

<table>
<thead>
<tr>
<th>IB DIPLOMA SUBJECT GROUP</th>
<th>IB DIPLOMA SUBJECTS</th>
<th>STANDARD LEVEL</th>
<th>HIGHER LEVEL</th>
</tr>
</thead>
</table>
| **GROUP 1**
**LANGUAGE AND LITERATURE** | ENGLISH: Literature or Language and Literature | ESLEO/ENG3U + ENG4U | ESLEO/ENG3U + ENG4U |
|  | MANDARIN: Language and Literature | LKBCU + LKBDU | LKBCU + LKBDU |
|  | INTERNATIONAL LANGUAGES |  |  |
| GROUP 2 | LANGUAGE ACQUISITION | }
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FRENCH</td>
<td>Standard Level</td>
<td>Higher Level</td>
</tr>
<tr>
<td>FSF3U + FSF4U</td>
<td></td>
<td>FEF3U + FEF4U</td>
</tr>
<tr>
<td>LATIN</td>
<td>LVLCU + LVLDU/LVV4U*</td>
<td>LVLCU + LVLDU/LVV4U*</td>
</tr>
<tr>
<td>SPANISH</td>
<td>LWSCU + LWSDU</td>
<td>LWSCU + LWSDU</td>
</tr>
<tr>
<td>SPANISH ab initio</td>
<td>LWSBD + LWSCU</td>
<td>----</td>
</tr>
</tbody>
</table>

| GROUP 3 | INDIVIDUALS AND SOCIETIES | }
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECONOMICS</td>
<td>CIE3M + CIA4U</td>
<td>CIE3M + CIA4U</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>CGW4U + CGU4M</td>
<td>CGW4U + CGU4M</td>
</tr>
<tr>
<td>HISTORY</td>
<td>CHY4U + CPW4U</td>
<td>CHY4U + CPW4U</td>
</tr>
<tr>
<td>ENVIRONMENTAL SYSTEMS AND SOCIETIES</td>
<td>SVN3M + CGR4M</td>
<td>----</td>
</tr>
</tbody>
</table>

| GROUP 4 | EXPERIMENTAL SCIENCES | }
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOLOGY</td>
<td>SBI3U + SBI4U</td>
<td>SBI3U + SBI4U</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>SCH3U + SCH4U</td>
<td>SCH3U + SCH4U</td>
</tr>
<tr>
<td>ENVIRONMENTAL SYSTEMS AND SOCIETIES</td>
<td>SVN3M + CGR4M</td>
<td>----</td>
</tr>
<tr>
<td>PHYSICS</td>
<td>SPH3U + SPH4U</td>
<td>SPH3U + SPH4U</td>
</tr>
<tr>
<td>SPORT, HEALTH AND EXERCISE SCIENCE</td>
<td>PSK4U + SNC4M</td>
<td>PSK4U + SNC4M</td>
</tr>
</tbody>
</table>

| GROUP 5 | MATHEMATICS | }
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHER LEVEL MATH</td>
<td>----</td>
<td>MCR3U + MHF4U + MCV4U + MDM4U</td>
</tr>
<tr>
<td>STANDARD LEVEL MATH</td>
<td>MCR3U + MHF4U + MCV4U</td>
<td>----</td>
</tr>
<tr>
<td>MATH STUDIES</td>
<td>MCF3M + MDM4U</td>
<td>----</td>
</tr>
</tbody>
</table>

| GROUP 6 | THE ARTS AND ELECTIVES | }
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DANCE</td>
<td>ATC3M + ATC4M</td>
<td>ATC3M + ATC4M</td>
</tr>
<tr>
<td>FILM</td>
<td>AWR3M + AWR4M</td>
<td>AWR3M + AWR4M</td>
</tr>
<tr>
<td>MUSIC</td>
<td>AMI/AMS/AMV3M + AMU4M</td>
<td>AMI/AMS/AMV3M + AMU4M</td>
</tr>
<tr>
<td>THEATRE ARTS</td>
<td>ADA3M + ADA4M</td>
<td>ADA3M + ADA4M</td>
</tr>
<tr>
<td>VISUAL ARTS</td>
<td>AVI3M + AVI4M</td>
<td>AVI3M + AVI4M</td>
</tr>
</tbody>
</table>

**ADDITIONAL IB DIPLOMA REQUIREMENTS**
- THEORY OF KNOWLEDGE (TOK) – HZT4U
- EXTENDED ESSAY (EE) – EWC4C (0.5 credit)
- CREATIVITY, ACTIVITY, SERVICE (CAS)

* This credit is achieved by students who take Latin for four years.
<table>
<thead>
<tr>
<th></th>
<th>ARTS</th>
<th>SCIENCES</th>
<th>BUSINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IB</strong></td>
<td><strong>Arts/Social Sciences/Humanities</strong></td>
<td><strong>Architecture</strong></td>
<td><strong>Life/Health Sciences/Physical Education/Kinesiology</strong></td>
</tr>
<tr>
<td></td>
<td>English Literature/Language and Literature SL/HL ENG4U</td>
<td>English Literature/Language and Literature SL/HL ENG4U</td>
<td>English Literature/Language and Literature SL/HL ENG4U</td>
</tr>
<tr>
<td><strong>Group 1</strong></td>
<td>English Literature/Language and Literature SL/HL ENG4U</td>
<td>English Literature/Language and Literature SL/HL ENG4U</td>
<td>English Literature/Language and Literature SL/HL ENG4U</td>
</tr>
<tr>
<td></td>
<td><strong>Group 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Group 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group 4</strong></td>
<td>Physics SL/HL SPH4U*</td>
<td>Chemistry SL/HL SCH4U</td>
<td>Chemistry SL/HL SCH4U</td>
</tr>
<tr>
<td></td>
<td><strong>Group 5</strong></td>
<td>Science SL/HL (Any of Biology, Chemistry, Physics) SBI4U/ SCH4U/ SPH4U</td>
<td>Sports, Exercise and Health Science SL/HL PSK4U</td>
</tr>
<tr>
<td></td>
<td><strong>Group 6</strong></td>
<td>Physics SL/HL SPH4U</td>
<td>Biology SL/HL SBI4U</td>
</tr>
<tr>
<td></td>
<td><strong>Group 7</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This chart reflects general requirements for entry into post-secondary programs in Canada. Pre-requisites can and do vary between universities and programs, so students are encouraged to look closely at what is required at their universities of choice. (Ontario Credits: six (6) 4U/4M courses required for most Canadian universities). **Consult with your Guidance Counsellor.**

**Notes:**

Architecture – please check specific university program requirements as SPH4U and AVI4U may not be a prerequisite; portfolios are often required as part of the application process.

Kinesiology – please check specific university program requirements as PSK4U may be a prerequisite in lieu of SCH4U.
THE INTERNATIONAL BACCALAUREATE PROGRAM AT BRANKSOME HALL

The International Baccalaureate Organization (IBO), founded in 1968, is a non-profit educational organization with its headquarters located in Geneva, Switzerland.

The IBO has developed three programs for schools: the Primary Years Program (PYP), the Middle Years Program (MYP), and the Diploma Program (DP). In 2003, Branksome Hall was authorized as an IB Diploma Program school; in 2004, Branksome Hall was authorized as an IB Primary Years Program school; and in 2007, Branksome Hall became a full IB World School with the authorization of the MYP. To receive authorization as an IB World School, a school has to comply with a rigorous set of requirements. More information on the International Baccalaureate programs and standards is available on the IB website: www.ibo.org.

The three IB programs share many educational principles. Each program promotes the education of the whole person, emphasizing the importance of a broad and balanced education. The three programs promote international understanding, responsible citizenship, the importance of learning how to learn, and student-centred inquiry and communication. The IB programs provide a coherent educational experience that builds student growth from Junior Kindergarten to Diploma 2. Students entering Branksome in any year will be supported to develop the critical skills that are the focus of the IB programs.

Students graduating from Branksome Hall can expect to graduate with both an IB Diploma and an Ontario Secondary School Diploma. Students are supported in meeting the expectations of both programs.

A. The Middle Years Program

This program is concept-driven and requires the development of intercultural awareness as well as international mindedness. It takes a holistic approach to education by helping students to see connections between what they are learning and their own lives through an inquiry-based framework; it furthermore emphasizes connections across and between eight different subject disciplines. Finally, the MYP fosters extensive development of both verbal and non-verbal communications skills.

Two key elements are emphasized in the delivery of this program:

- **Approaches to Learning** refers to the critical skill areas that in the 21st century need to be nurtured for effective, coherent and independent thought and inquiry.
- **Approaches to Teaching** refers to the kind of course planning and execution that is necessary for reinforcement of the critical skills as well as the core curriculum. It is meant to involve collaborative, authentic learning through inquiry and draws upon other models that Branksome teachers incorporate into their classroom practice (such as Dr. Carol Dweck’s ‘mindset’ framework and the Integrative Thinking approach disseminated by the University of Toronto’s Rotman School of Management).

Student learning in the MYP occurs within a set of Global Contexts, which help young people understand what it means to be internationally minded and engaged in real-life issues and concerns. The Global Contexts are closely linked to the IB PYP transdisciplinary themes and are defined as follows:

- **Identities & Relationships** promotes exploration of beliefs, values, self-image, positive interdependence and the place of community (through family, friends and culture).
- **Orientation in Time & Space** promotes exploration of personal and social histories as well as discoveries, explorations, migrations and the interconnectedness of individuals and civilizations.
- **Personal & Cultural Expression** promotes exploration of the nature and purpose of creative activity along with how we reflect upon and appreciate aesthetic qualities.
● **Scientific & Technical Innovation** promotes exploration of the natural world and how it interacts with humankind along with the application of scientific principles and technology.

● **Globalization & Sustainability** promotes exploration of human-made systems and communities as well as the relationship between local experiences and global processes.

● **Fairness & Development** promotes exploration of rights and responsibilities, especially when it comes to sharing finite resources and conflict resolution.

**i. Personal Project**

Each student is required to complete a Personal Project in their Grade 10 year. The Personal Project is an independent and individualized opportunity for students to produce a truly personal and creative work of their choice. It allows students to demonstrate the abilities and skills required to produce and present an extended piece of work; to engage in personal inquiry, action and reflection on a specific topic or issue; to focus on and demonstrate an understanding of the Global Contexts; and to reflect on learning and share knowledge, views and opinions. It exemplifies for students many of the elements associated with creativity and innovation. The Personal Project is built around the following stages of inquiry: investigating, planning, taking action, and reflecting.

**ii. MYP Pin**

The Branksome Hall MYP participation pin (an internal school award) will be presented at the Green Carpet Celebration to all students in Grade 10 who have, during or by the end of their Grade 10 year, completed:

- A program of study composed of at least one course in each of the 8 subject groups and approved by the Academic Review Committee
- The Personal Project
- 15 documented community service hours in line with the expectations of the Duke of Edinburgh Bronze Award

**B. The IB Diploma Program is a two-year program over Diploma 1 and Diploma 2**

The program supports the development of a well-rounded student, always the hallmark of a Branksome education. Students must select six courses to study over the two years. In the best liberal arts tradition, students must study their mother tongue a second language, a math, an experimental science and a social science, through to graduation. They are encouraged to take an arts subject as their sixth selection, but may opt for an elective such as a second science or a third language. The program is very flexible. There are many courses to choose from in each of the six core areas. In addition to their six subjects, students study an intriguing course entitled Theory of Knowledge (TOK) and complete an Extended Essay of approximately 4,000 words. They are also required to complete, on average, 3 to 5 hours per week of Creativity, Activity, Service (CAS) over the two years of study.

**IB Diploma candidates will also complete the following requirements:**

**i. Theory of Knowledge (TOK)**

This is an interdisciplinary course intended to encourage critical reflection on the knowledge and experience gained both inside and outside the classroom. The course challenges students to question the foundations of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence expressed in a rational argument.

TOK also encourages students to appreciate other cultural perspectives. The course is unique to the IB and will be studied at Branksome Hall over Grades 11 and 12.

**ii. Creativity, Activity, Service (CAS)**
The IBO’s goal is to educate the whole person and to facilitate the development of responsible, compassionate citizens. The CAS program encourages students to share their energy and special talents with others. Students may, for example, participate in theatre or musical productions, sports/fitness and community service activities. CAS activities often involve students in initiatives that combine creativity, action and service.

Students should, through these activities, develop greater awareness of themselves, concern for others and the ability to work cooperatively with other people.

Students are required to complete 3 to 5 hours per week of CAS during their two years of Diploma study.

iii. **Extended Essay of 4,000 Words**

Each student will conduct an independent inquiry into a topic of personal interest in a specific discipline. The essay requirement provides a true culminating task for the entire IB program, which emphasizes inquiry-based learning from Junior Kindergarten to graduation. The essay provides Diploma candidates with the opportunity to solidify the independent research and writing skills expected by universities.

The IB recommends that a student devote a total of approximately 40 hours of private study and writing time to the essay. It may be written in one of their six subject areas, and they must choose a theme they are most interested in exploring. Students take a research and writing course in Diploma 1 to further develop the skills needed to write the essay. Each student also works with a mentor who provides guidance and support to the student. The major focus of time for the essay is in the second half of Diploma 1 and September of Diploma 2.
Middle Years Program — Grades 7, 8, 9, 10

Diploma Program — Grades 11, 12
GUIDANCE AND CAREER EDUCATION PROGRAM

Through this program, students acquire the knowledge and skills they need to set and pursue education and career goals. The program will be delivered through various means, including classroom instruction, the advisor program, orientation and exit programs, completion of the individual pathways plan, career exploration activities and individual assistance and short-term counselling. The content of the Guidance and Career Education program is organized into three areas of learning: student development (the development of habits and skills necessary for learning); interpersonal development (the development of knowledge and skills needed for healthy relationships); and career and post-secondary development (the development of knowledge and skills needed for setting short- and long-term goals and for planning for the future).

<table>
<thead>
<tr>
<th>Grade 7 MYP</th>
<th>Grade 8 MYP</th>
<th>Grade 9 MYP</th>
<th>Grade 10 MYP</th>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory: Learning Strategies</td>
<td>Compulsory: Learning Strategies</td>
<td>Compulsory: Learning Strategies</td>
<td>GLS1O 0.5 credit over Grades 9 and 10</td>
<td>GLC2O 0.5 credit</td>
<td></td>
</tr>
<tr>
<td>GLS7</td>
<td>GLS8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Learning Strategies 1: Skills for Success in Secondary School  GLS1O**

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

This course is offered over Grades 9 and 10. The course is delivered both as "standalone" classes and integrated with other subjects. The culminating assessment task is the Grade 10 Personal Project.

**Career Studies  GLC2O**

This course teaches students how to develop and achieve personal goals for future learning, work and community involvement. Students will assess their interests, skills and characteristics, and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. This course is delivered both as "stand alone" classes and blended online learning.

**ADVISOR**

The advisor is an adult mentor who guides, supports and assists students in remaining accountable for their goals and for the school’s expectations. Advisors help students balance their academic program and co-curricular commitments. Advisor groups are organized by grade and clan, and advisors usually remain with their assigned advisees over a number of years. Groups meet every week to implement a planned 20- to 30-minute program. These sessions are used as a vehicle to support weekly themes from assembly and
the CAS program, which complements academic life: the Principal’s Award in Grades 7 and 8; the Duke of Edinburgh Award in Grades 9 and 10; and the IB Diploma CAS requirement for Diploma 1 and Diploma 2 students. Advisor group sessions may include a student life update, clan or grade meetings or periodic one-to-one time for advisor and advisees. The advisor assists the school in reinforcing and upholding the school’s Code of Conduct.

LEARNING SUPPORTS/EXTRA HELP PROGRAMS
For details regarding the Learning Strategies Program, please see the Learning Strategies Policy.

Sittings are additional support provided by teachers. Sittings are extra help sessions. Teachers will publish their sittings schedule at the start of the academic year.

Homeroom is for students in Grade 7 and is held immediately after Period 5 each day. Homeroom teachers support students to ensure that they are organized in regard to homework, materials, and assessments.

Study Hall is for students in Grades 7 and 8 and is held after school Monday to Thursday each week.

Math Clinic is for students in Grades 7 to 12 and is held during Period 3 (Gr. 7–12) or after school (Gr. 10 to 12) Monday to Thursday each week.

Peer Tutoring is where older students tutor younger students in Math, French or Science. The purpose of this program is to provide opportunities for guided practice. It is open to the student body.

Professional Tutoring is a program that provides subject-specific academic instructions to fill in gaps in learning or to provide extensive guided practice to consolidate skills. Professional tutoring is recommended carefully after consultation between the student, the subject teacher, the Guidance Counsellor, the Director, Learning Strategies and the parent. There is a fee for service in this program.

LIBRARY AND RESEARCH PROGRAM
The library program in the Senior School is designed to help students achieve success in the IB program and to become confident, independent, lifelong learners and readers.

Librarians partner with classroom teachers to teach research skills, and select resources to support assignments. Following a continuum of research skills, students learn to develop questions that will guide their research, locate and critically evaluate relevant sources of information and create new ideas. Students are taught information technology skills through an outstanding collection of online databases.

The extensive fiction collection serves Senior and Middle School students and is representative of a wide range of classic and contemporary world literature. A growing digital collection provides 24/7 access to a selection of titles for reading and research.

TECHNOLOGY TO SUPPORT STUDENT LEARNING
All students in Grades 7 to 12 will purchase a school-approved laptop computer. Teachers will use technology where appropriate to enhance student learning. A learning management system is used by all faculty to share important course information.
**IB GROUP 1**

**STUDIES IN LANGUAGE AND LITERATURE**

**ENGLISH AND INTERNATIONAL LANGUAGES**

<table>
<thead>
<tr>
<th>Grade 7 MYP</th>
<th>Grade 8 MYP</th>
<th>Grade 9 MYP</th>
<th>Grade 10 MYP</th>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory: English</td>
<td>Compulsory: English</td>
<td>Core: English</td>
<td>Core: English</td>
<td>IB Group 1 English Literature/Language and Literature SL/English</td>
<td>IB Group 1 English Literature/Language and Literature SL/English</td>
</tr>
<tr>
<td>ENG7</td>
<td>ENG8</td>
<td>ENG1D</td>
<td>ENG2D</td>
<td>ENG3ULS/ ENG3ULLS</td>
<td>ENG4ULS/ ENG4ULLS</td>
</tr>
</tbody>
</table>

The basis of the English program is the study of literature of different genres, with emphasis on personal response, critical analysis and the cultural contexts of the different works. The focus is the development of skills in reading, writing, speaking, listening, viewing and representing. The student is encouraged to develop reading habits that will result in a lifelong desire to read for enjoyment and in the pursuit of learning.

The student learns the process of writing and is able to write analytically and creatively in a wide variety of forms. She develops her own writing voice and expresses her ideas with focus and cogency. She studies language in the context of her reading and writing. A love of reading and writing is fostered through independent reading, guest authors and theatre trips. A co-curricular writing club and the annual literary magazine provide further opportunities for the student to develop her writing skills.

The student works independently and cooperatively. She makes oral presentations and listens critically to those of others. Evaluating her own work and that of other students, she learns to discuss ideas openly and to respect diverse opinions. It is our goal to provide each student with higher-level thinking skills and the ability to read, write, listen and view critically. A course in English is a requirement in each year.

**English 7  ENG7**

This course develops reading comprehension and critical thinking skills through the study of a wide range of fiction and non-fiction texts. Students practise writing using a variety of formal and creative forms. Writing skills are refined through writing workshops and grammar lessons. Public speaking and storytelling skills are practiced through presentations.
English 8  ENG8

This course further develops reading comprehension and critical thinking skills through the study of a wide range of fiction and non-fiction texts. Students continue to practise writing using a variety of formal and creative forms. Writing skills are refined through writing workshops and grammar lessons. In addition, students study Shakespeare’s *Romeo and Juliet* and learn to create a formal thesis essay for the first time. Public speaking skills are practiced through dramatic presentations and formal speeches.

English  ENG1D

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

English  ENG2D  
Prerequisite: ENG1D

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

English  ENG3U  
Prerequisite: ENG2D

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts; in addition, students will 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 have the opportunity to focus on Literature or Language and Literature.

English  ENG4U  
Prerequisite: ENG3U

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; in addition, students will 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.

The Writer’s Craft  EWC4C  
Prerequisite: English Grade 11
This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers. This half-credit course is taught over Grades 11 and 12 as part of the Extended Essay process.

**SIMPLIFIED CHINESE (MANDARIN)**

<table>
<thead>
<tr>
<th>Grade 7 MYP</th>
<th>Grade 8 MYP</th>
<th>Grade 9 MYP</th>
<th>Grade 10 MYP</th>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandarin LKBBD</td>
<td>IB Group 1 Mandarin Language and Literature SL/ Mandarin LKBCULLS</td>
<td>IB Group 1 Mandarin Language and Literature SL/ Mandarin LKBDULLS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mandarin falls under the IB Language and Literature/Language A designation. It may be studied over Grades 10 to 12 only by students with previous experience with the language. Students interested in studying Mandarin in Grades 7-9 may speak to their counsellors about the after school International Languages Program.

**Simplified Chinese – Mandarin LKBBD**

This course provides students with the language learning experiences that will enable them to communicate in Mandarin. Students will continue to develop and apply their speaking skills in a variety of contexts, and participate in activities that will improve their reading comprehension and writing skills. They will also continue to explore aspects of the culture of countries where Mandarin is spoken by taking part in community-sponsored events and activities involving both print and technological resources. Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple.

**Simplified Chinese – Mandarin LKBCU**

**Prerequisite: Level 2 Mandarin, Academic**

This course offers students opportunities to further develop their knowledge of Mandarin and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of countries where the language is spoken, through a variety of print and technological resources.
Simplified Chinese – Mandarin LKBDU
Prerequisite: Level 3 Mandarin, University Preparation

This course prepares students for university studies in Mandarin. 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.

INTERNATIONAL LANGUAGES

Branksome Hall provides instruction in a range of international languages that represent the mother tongue/native languages of our students. Students may study their mother tongue as part of both the IB Middle Years and Diploma Programs. Students can earn credits toward their Ontario Secondary School Diploma. Classes are usually held after school, and an extra fee is charged because class size is often very small. Students and parents should consult the Guidance Department or our Coordinator of International Languages for more details.
Branksome Hall offers courses and support for students whose first language is not English. Our program provides support for second-language students who are already functionally literate in the English language and who are, for the most part, able to cope in mainstream academic classes. We offer four full-credit classes in second-language (or English as a Second Language) instruction at the intermediate, upper intermediate and advanced levels. These classes are designed for second-language learners who need to improve their English literacy skills for further study. Support outside of class is also offered to second-language learners. Students’ timetables are considered, as well as time after school, in order to schedule effective support time. Students are asked to be active participants as they progress along their English-language learning continuum.

Students new to Branksome whose first language is not English and who indicate that they are second-language learners will be given an English as a Second Language assessment to determine their placement within our ESL support model. Periodic testing throughout a student’s career at Branksome will also occur. All students bridge to the regular English program prior to their final year of study.

**English as a Second Language ESL Level 2  ** ESLBO

**Prerequisite:** ESL Level 1 or equivalent

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

**English as a Second Language ESL Level 3 ESLCO**

**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 ESL Level 4 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  ESLEO

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.
## IB GROUP 2
### LANGUAGE ACQUISITION
#### MODERN AND CLASSICAL LANGUAGES

<table>
<thead>
<tr>
<th>Grade 7 MYP</th>
<th>Grade 8 MYP</th>
<th>Grade 9 MYP</th>
<th>Grade 10 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory: Core French FSF7</td>
<td>Compulsory: Core French FSF8</td>
<td>Compulsory: Core French FSF1D</td>
<td>IB Group 2 French Language B SL/ Core French FSF2D</td>
<td>IB Group 2 French Language B SL/ Core French FSF3US</td>
</tr>
<tr>
<td>or Extended French FEF7</td>
<td>or Extended French FEF8</td>
<td>or Extended French FEF1D</td>
<td>French Immersion FIF7</td>
<td>French Immersion FIF8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Group 2 French Language B HL/ Extended French FEF2D</td>
<td>IB Group 2 French Language B HL/ Extended French FEF3UH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural/ Historic Studies/ Spanish AWU1O</td>
<td>IB Group 2 Spanish Language B SL/HL Spanish LWSCUS/H</td>
<td>IB Group 2 Spanish Language B SL/HL Spanish LWSDUS/H</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Studies/ Spanish AMS2O</td>
<td>IB Group 2 Spanish ab initio SL/Spanish LWSBDAB</td>
<td>IB Group 2 Spanish ab initio SL/ Spanish LWSCUAB</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical Languages, Latin LVLBD</td>
<td>IB Group 2 Latin SL / Classical Languages, Latin LVLDUS/H</td>
<td>IB Group 2 Latin SL / Classical Civilization LVV4US/H</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical Languages, Latin LVLCU</td>
<td>IB Group 2 Latin SL / Classical Languages, Latin LVLCUS/H</td>
<td>IB Group 2 Latin SL / Classical Languages, Latin LVLDUS/H</td>
</tr>
</tbody>
</table>

Language is central to intellectual, emotional and social development. Studying a second language stimulates the learning process and encourages self-development and understanding of diversity. French is important to Canadian students as one of our two official languages, with many Canadians speaking French.
as their first language. Many other countries use French or Spanish as their primary language.

These programs are designed to develop students’ knowledge and appreciation of the target language and culture, and to contribute to their intellectual growth and academic preparation for university and beyond. The course provides a knowledge of international languages that allows students to communicate effectively, value diversity, and participate productively in the international community. The curriculum stresses linguistic excellence and communicative competence. All programs address the essential language skills of listening, speaking, reading, and writing, with a strong cultural component that makes use of modern media and technology.

**FRENCH**

Students at Branksome Hall may study French in the core program or the extended program. The core French program culminates in the IB Diploma French, Standard Level (SL) course and the Extended French program culminates in the IB Diploma French, Higher Level (HL) course.

Branksome Hall offers an Extended French program for students in Grades 7 to 12. Students take Extended French language courses each year and study History and Geography in French. Students who enter the Extended French program in Grade 7 are expected to take both Extended French and the Extended Social Science course each year up to and including Grade 9. In Grades 7 and 8, students with extensive experience in French may take the French Immersion course as part of their Extended French Program. To earn a bilingual certificate, students must take seven secondary school credits in the Extended French program.

**Core French 7  FSF7**

This course will enable the student to use language effectively as a means of practical communication, and encourages the development of listening, speaking, reading and writing skills. Students will build their skills through practice during thematic units that will include projects, dialogues, compositions, presentations, music, internet research and other language-related tasks. An international perspective on francophone culture is emphasized. Resource materials include textbook, workbook, website, dictionary, magazines and videos.

**Extended French 7  FEF7**

Corequisite: HSS7F

This course offers an intensive approach to learning the French language in a variety of contexts, enabling students to communicate and express their thoughts in both familiar and unfamiliar situations. Students are encouraged to express their thoughts, both in oral and written form, on a variety of discussion topics that bring intercultural awareness to the foreground. A strong emphasis is placed on the students’ ability to communicate ideas, using an extensive vocabulary and grammatical structures presented within a given context. Projects are designed to encourage the students’ ability to create, explore and elaborate on ideas, and express thought in a variety of media. Literature units enable the students’ ability to expand their vocabulary, discuss and debate, suggest alternate endings and find links between the French language and francophone culture. Resource materials include textbook, workbook, worksheets, dictionary, and audio and video materials. Students enrolled in this course are part of the Extended French program and also study Humanities and Social Sciences 7 in the French language.

**French Immersion 7  FIF7**

Corequisite: HSS7F

The principal aim of the French Immersion course is to provide students, who have previously studied in a French Immersion program, with the skills they need to communicate in a second language, and thereby enhance their ability to perform effectively and meet with success in a rapidly changing global economy. The course aims to build strong fundamental skills in oral communication (listening and speaking), reading, and writing as well as providing students with an understanding of the cultures of French-speaking societies by
integrating cultural study into daily language instruction. Students enrolled in this course are part of the Extended French Program and also study Humanities and Social Sciences 7 in the French language.

*This course is only offered when sufficient numbers allow.

**Core French 8  FSF8**
This course approaches the teaching of French with a focus on holistic learning, intercultural awareness, and communication. Students are encouraged to establish links between the French language, francophone cultures, and other areas of experience. There is an emphasis placed on helping students develop the oral communication skills they need to understand and interact with others, and to express themselves clearly and with confidence in real-world situations. Writing and reading activities are designed so that students will see them as meaningful and be challenged to think creatively. Resource materials include textbook, workbook, readers, dictionary, DVDs and CDs.

**Extended French 8  FEF8**
Prerequisite: Extended French 7
Corequisite: CGC1DF
This course focuses on the intensive development of listening, speaking, reading and writing skills through the study of themes. Grammar, intensive and extensive reading, conversation, discussions, dialogues, dramatic representations and presentations, research projects and creative writing form the basis of class work. Course material reflects francophone culture and multiculturalism. Resource materials include textbook, activity book, novel, short stories, dictionary, Bescherelle, library material, CDs and videos. Students enrolled in this course are part of the Extended French Program and also study Geography of Canada in the French language. In Grade 9, student who have completed FIF8 may continue their studies in Extended French and continue to work toward French Higher Level in the IB Diploma Program, by taking FEF1D combined with History of Canada (CHC2DF) taught in French.

**French Immersion 8  FIF8**
Corequisite: CGC1DF
The principal aim of the French Immersion course is to provide students, who have previously studied in a French Immersion program, with the skills they need to communicate in a second language, and thereby to enhance their ability to perform effectively and meet with success in a rapidly changing global economy. The course aims to build strong fundamental skills in oral communication (listening and speaking), reading, and writing as well as providing students with an understanding of the cultures of French-speaking societies by integrating cultural study into daily language instruction. Students enrolled in this course are part of the Extended French Program and also study Geography of Canada in the French language. In Grade 9, students who have completed FIF8 may continue their studies in Extended French and continue to work toward French Higher Level in the IB Diploma Program, by taking FEF1D combined with History of Canada (CHC2DF) taught in French.

*This course is only offered when sufficient numbers allow.

**French  FSF1D**
Prerequisite: Minimum of 600 hours of 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.

**Extended French  FEF1D**  
*Prerequisite: Minimum of 1,260 hours of French instruction or equivalent*  
*Corequisite: CHC2DF*

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 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 literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**French Immersion 9  FIF9**  
*Corequisite: CHC2DF*

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 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 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 is only offered when sufficient numbers allow.*

**French  FSF2D**  
*Prerequisite: FSF1D or equivalent*

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.

**Extended French  FEF2D**  
*Prerequisite: FEF1D or equivalent*

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.

**French  FSF3U**  
*Prerequisite: FSF2D or equivalent*

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

**Extended French FEF3U**

**Prerequisite: FEF2D or equivalent**

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 creative and 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.

**Core French FSF4U**

**Prerequisite: FSF3U**

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.

**Extended French FEF4U**

**Prerequisite: FEF3U**

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 analysing 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.
Spanish may be studied over Grades 9 to 12, culminating in the IB Diploma Spanish, Standard Level or Higher Level courses. Spanish may also be studied in Grades 11 and 12 only, earning the LWSBD and LWSCU credits, as part of the IB Diploma, *Ab Initio*, Standard Level, Spanish course.

**Cultural/Historic Studies (Spanish)   AWU1O**

This arts focus course (0.5 credit) engages students in the culture and history of Latin America while providing an introduction to the Spanish language. The 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.

**Media Arts (Spanish)   AMS2O**

This course (0.5 credit) provides an introduction to the Spanish language. The course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

**Spanish   LWSBD**

This course provides students with the language learning experiences that will enable them to communicate in Spanish. Students will continue to develop and apply their speaking skills in a variety of contexts, and will participate in activities that will improve their reading comprehension and writing skills. They will also continue to explore aspects of culture of Spanish-speaking countries. They will take part in cultural activities and research the Spanish-speaking community of greater Toronto. Both print and technological resources will be used. Students will continue to expand their vocabulary and repertoire of language structures.

**Spanish   LWSCU**  
**Prerequisite:** LWSBD

This course offers students opportunities to further develop their knowledge of the Spanish language and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of countries where Spanish is spoken through a variety of print and technological resources.

**Spanish   LWSDU**  
**Prerequisite:** LWSCU

This course prepares students for university studies in Spanish. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage 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.
LATIN

Latin is taught at Branksome Hall with three purposes in mind. The first purpose is to teach the language itself for its beauty, and to read Virgil, Ovid and other Latin authors in their original language. The second is to improve students' literacy and use of English by showing them the way a language works, and by teaching Latin derivatives in English and French. The third purpose is to look at the Romans themselves, their daily lives and their history, as part of a classical civilization that had a tremendous influence on the Western world.

Classical Languages, Latin   LVLBD

This course introduces students to the classical world through the study of Latin. Students will learn the vocabulary and grammar essential for reading and translating Latin texts. English is the language of instruction. Through a variety of activities, including presentations and projects, students will explore such aspects of life in the ancient world as social customs, education and entertainment, while improving their language skills. The Cambridge Latin course also introduces derivative study, mythology and Roman history.

Classical Languages, Latin   LVLCU

Prerequisite: LVLBD

This course provides students with opportunities to continue their exploration of the achievements and influence of the ancient world through the study of Latin. Students will read and translate more complex passages in Latin as they continue to learn the vocabulary and grammar essential for these activities. Students will learn more about Classical mythology and Roman literature.

Classical Languages, Latin   LVLDU

Prerequisite: LVLCU

This course provides students with opportunities to develop their understanding of the ancient world through the study of Roman literature. Students will read and translate a selection of poetry, with a focus on the love poetry of Catullus, the Metamorphoses of Ovid and Virgil's Aeneid.

Classical Civilization   LVV4U

Prerequisite: ENG2D

This course allows students to explore the beliefs and achievements of the classical world, which have shaped Western thought and civilization. Students will investigate such aspects of classical culture as its mythology, art, literature and philosophy, as well as elements of the ancient Greek and Latin civilizations, through a variety of activities such as dramatizations, audiovisual presentations and discussions. By reading classical authors in English and examining archeological evidence, students will enhance both their communication skills and their ability to think critically and creatively.
The purpose of Geography is to make students aware of the complexities of their natural and human environments, and to connect these two environments. Such a perspective on the world demands knowledge of geographic phenomena, development of a variety of skills and the ability to make value judgments. The practical or methodological side of Geography involves a number of skills which students will be taught. These skills include map reading, graph/model construction and interpretation, data analysis, field study and photo analysis. These skills are tools used to analyze and evaluate specific topics, issues or problems. GIS technology is used to investigate and analyze global patterns. An integral part of Geography
is the critical analysis and evaluation of issues. Students gain experience in locating data from a variety of
sources, in recording information, in organizing the data, and in evaluating and synthesizing the material
collected. They are expected to make generalizations or predictions and draw conclusions based on their
data. Communication of information and ideas by coherent and correct writing, and by accurate and
persuasive speaking, is the final aim of geographic education. The Geography curriculum seeks to attain a
balance among knowledge, skills and analysis. The teaching of geographic skills and the application of
critical thinking begin in Grade 7 and continue through Grade 12.

**Humanities and Social Sciences**  HSS7

The Humanities aim to encourage students to respect and understand the world around them, and to
provide a skills base to facilitate further study. In Grade 7, this is achieved through the study of world
patterns in both physical and human geography and of the historical development of Canada from the 15th to
the 19th century. The course is taught in French to students in the Extended French program; the
coorquisite is FEF7 or FIF7.

**Issues in Canadian Geography**  CGC1D/ CGC1DF

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

**The Americas: Regional Geography**  CGD3M

Prerequisite: CGC1D

This course explores interrelationships between the land and people in a selected region as well as
interconnections between this region and the rest of the world. Students will explore the region's
environmental, socio-economic, and cultural characteristics and will investigate issues related to natural
resources, economic development and sustainability, population change, globalization, and quality of life.
Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial
technologies, to investigate a range of geographic issues in the region.

**Physical Geography: Forces of Nature: Physical Processes and Disasters**  CGF3M

Prerequisite: CGC1D

In this course, students will explore physical processes related to the earth's water, land, and air. They will
investigate how these processes shape the planet's natural characteristics and affect human systems, how
they are involved in the creation of natural disasters, and how they influence the impacts of human
disasters. Throughout the course, students will apply the concepts of geographic thinking and the
geographic inquiry process and use spatial technologies to analyse these processes, make predictions
related to natural disasters, and assess ways of responding to them.

**World Issues: A Geographic Analysis**  CGW4U

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

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

**World Geography: Urban Patterns and Population Issues  CGU4M**

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

The world’s population is growing, it is moving and intermixing, and it is increasingly found in cities. This course explores these changes and the challenges that come with them. It investigates the forces that are shaping the world’s communities, the patterns of interaction between them, the quality of life within them, and their impact on the world around them. Students will apply the concepts of geographic thinking, the geographic inquiry process, and spatial skills and technologies as they investigate issues related to population change and urban life and propose ways of enhancing the sustainability of communities around the world.

**The Environment and Resource Management  CGR4M**

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

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

<table>
<thead>
<tr>
<th>Grade 7 MYP</th>
<th>Grade 9 MYP</th>
<th>Grade 10 MYP</th>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory: Humanities and Social Sciences</td>
<td>Compulsory: Canadian History since World War I</td>
<td>History: World History to the end of the 15th Century</td>
<td>IB Group 3 Individuals and Societies History SL/World History since the 15th Century</td>
<td>IB Group 3 Individuals and Societies History SL/Canadian and International Politics</td>
</tr>
<tr>
<td><strong>HSS7/HSS7F</strong></td>
<td><em><em>CHC2D</em>/CHC2DF</em>*</td>
<td><strong>CHW3M</strong></td>
<td><strong>CHY4US</strong></td>
<td><strong>CPW4US</strong></td>
</tr>
<tr>
<td>Compulsory: Civics and Citizenship</td>
<td>American History</td>
<td>IB Group 3 Individuals and Societies History HL/World History since the 15th Century</td>
<td>IB Group 3 Individuals and Societies History HL/Canadian and International Politics</td>
<td></td>
</tr>
<tr>
<td><em><em>CHV2O</em> 0.5 credit</em>*</td>
<td><strong>CHA3U/CHA3UF</strong></td>
<td><strong>CHY4UH</strong></td>
<td><strong>CPW4UH</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canadian History since World War I (compulsory for students new to Branksome in Grade 10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em><em>CHC2D</em>/CHC2DF</em>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The study of History is one of the best ways to obtain a broad liberal education that trains the mind and touches on an extraordinary range of human experiences. Studying History helps students develop a sense of shared humanity and an understanding of how and why the world in which they live is the way it is. The story of the accomplishments and failures of our ancestors is the only yardstick by which we can measure the quality of our own lives and the success of our social arrangements.

Above all, historical study trains students in how to think clearly and for themselves when confronted with a range of often contradictory opinions and arguments. Reading and writing in history courses at all levels provides continual training in planning, collecting information, organization, analysis and synthesis, communication, problem solving and critical thinking. History courses provide an ideal preparation for professional study in a variety of fields later on.

**Humanities and Social Sciences  HSS7/ HSS7F**

The Humanities aim to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. In Grade 7, this is achieved through the study of world patterns in both physical and human geography and of the historical development of Canada from the 15th to the 19th Century. The course is taught in French to students in the Extended French program; the co-requisite is FEF7 or FIF7.
Canadian History since World War I  CHC2D/ CHC2DF

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.

Civics & Citizenship  CHV2O

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

American History: Rebels and Revolutionaries  CHA3U/CHA3UF

Prerequisite: CHC2D

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

World History to the End of the 15th Century  CHW3M

Prerequisite: CHC2D

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

World History: Since the 15th Century  CHY4US/H

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

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

Canadian and International Politics  CPW4US/CPW4UH

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

**ECONOMICS**

<table>
<thead>
<tr>
<th>Grade 8 MYP</th>
<th>Grade 9 MYP</th>
<th>Grade 10 MYP</th>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBI2O</td>
<td>BAF3M</td>
<td>CIE3MS</td>
<td>CIA4US</td>
<td></td>
</tr>
</tbody>
</table>

Economics is a social science that studies how people use scarce resources to satisfy their needs and wants. Because of this scarcity, we continually need to make choices. Economics explores the ways in which these choices are made and the effects of alternative choices on our mutual well-being.

**Introduction to Business**  
**BBI2O**

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

**Financial Accounting Fundamentals**  
**BAF3M**

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

**The Individual and the Economy**  
**CIE3M**  
*Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied*
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.

**Analyzing Current Economic Issues  CIA4U**
Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Science and Humanities

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.

**PHILOSOPHY / THEORY OF KNOWLEDGE***

<table>
<thead>
<tr>
<th>Grade 8 MYP</th>
<th>Grade 9 MYP</th>
<th>Grade 10 MYP</th>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Theory of Knowledge/Philosophy: Questions and Theories</td>
<td>Theory of Knowledge/Philosophy: Questions and Theories</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HZT4U1</td>
<td>HZT4U2</td>
</tr>
</tbody>
</table>

**Philosophy: Questions and Theories  HZT4U**
Prerequisite: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian World Studies

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 including 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.

* Theory of Knowledge/Philosophy: Questions and Theories HZT4U is taught over two years
# IB GROUP 4
### EXPERIMENTAL SCIENCES

<table>
<thead>
<tr>
<th>Grade 7 MYP</th>
<th>Grade 8 MYP</th>
<th>Grade 9 MYP</th>
<th>Grade 10 MYP</th>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory: Science and Technology</td>
<td>Compulsory: Science and Technology</td>
<td>Compulsory: Science</td>
<td>Compulsory: Science</td>
<td>IB Group 4 Experimental Sciences</td>
<td>IB Group 4 Experimental Sciences</td>
</tr>
<tr>
<td>SCI7</td>
<td>SCI8</td>
<td>SNC1D</td>
<td>SNC2D</td>
<td>Physics SL or HL/Physics</td>
<td>Physics SL or HL/Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SPH3US</td>
<td>SPH4US</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elective: Physics</td>
<td>SPH3U</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IB Group 4 Experimental Sciences</td>
<td>IB Group 4 Experimental Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Biology SL or HL/Biology</td>
<td>Biology SL or HL/Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SBI3US</td>
<td>SBI4US</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SBI3UH</td>
<td>SBI4UH</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IB Group 4 Experimental Sciences</td>
<td>IB Group 4 Experimental Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chemistry SL or HL/Chemistry</td>
<td>Chemistry SL or HL/Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SCH3US</td>
<td>SCH4US</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SCH3UH</td>
<td>SCH4UH</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IB Group 4 Experimental Sciences</td>
<td>IB Group 4 Experimental Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sport, Exercise and Health Science/SL</td>
<td>Sport, Exercise and Health Science/SL</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Introductory Kinesiology</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSK4US</td>
<td>Sciences/SL</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SNC4MS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IB Group 3 &amp; 4 Experimental Sciences</td>
<td>IB Group 3 &amp; 4 Experimental Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Environmental Systems and Societies SL/Environmental Science</td>
<td>Environmental Systems and Societies SL</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SVN3MS</td>
<td>See “Geography section”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CGR4MS</td>
<td></td>
</tr>
</tbody>
</table>

* Students who take both Biology Higher Level and Chemistry Higher Level will earn an additional credit IDC4U, Grade 12 Interdisciplinary Studies, Biotechnology.
The study of science enables a student to explore the laws that explain the behaviors of the universe. Important skills such as analysis, synthesis, application of knowledge, classification, research, independent study, and risk-taking are developed during this exploration. The Science program at Branksome Hall gives Middle Division students the chance to develop skills acquired in Grades 1 to 6, in a program that continues the study of general science. Senior students further their studies in the specialized areas of biology, chemistry, environmental science, exercise physiology and physics. The Scientific Method, problem-solving skills, and the role of science and technology in society are central to the teaching of science at all levels. Environmental issues are explored throughout the program. Students take a hands-on approach to learning, with special emphasis on laboratory techniques. The Science program strives to make students aware of career opportunities in science, to develop scientific literacy, and to help students appreciate the impact of science on society.

**Science and Technology 7 SCI7**

While integrating computer studies and learning strategies, this course focuses on understanding the world we live in, communicating scientifically, and thinking critically. The scientific process of problem solving in a laboratory setting is also emphasized through collecting and processing data while examining ecosystems; planning and evaluating experiments while exploring the particle theory and heat; and building models and exploring the cycle of design while investigating structural strength.

**Science and Technology 8 SCI8**

In this course, students develop an understanding of concepts related to water and Earth’s water systems; cells and the organization of living things; fluids and the power they possess; and systems and mechanical advantage. Students will develop skills in scientific inquiry through hands-on investigations including: investigating water quality and usage; learning about microscopy; introducing dissections, solving problems involving density, pressure, work, energy and mechanical advantage; and designing independent investigations involving mechanical systems and fluids.

**Science SNC1D**

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

**Science SNC2D**

Prerequisite: SNC1D

This course enables students to enhance their understanding of concepts in biology, chemistry, Climate Change, 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 historical impact of chemistry; forces that affect climate and climate change; and the interaction of light and matter.

**Biology SBI3U**

Prerequisite: SNC2D
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.

**Biology SBI4U**  
**Prerequisite:** SBI3U

The nature of science is the overarching theme in biology. 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.

**Environmental Science SVN3M**  
**Prerequisite:** SNC2D

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

**Chemistry SCH3U**  
**Prerequisite:** SNC2D

The nature of science is the overarching theme in chemistry. This course enables students to deepen their understanding of Chemistry through the study of practical and investigational skills. The properties of matter, chemical reactions and quantitative relationships in those reactions, solutions and solubility, atmospheric chemistry and the behaviour of gases are explored. 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.

**Chemistry SCH4U**  
**Prerequisite:** SCH3U

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.

**Physics SPH3U**  
**Prerequisite:** SNC2D/MPM2D  
May be taken at the same time with permission of the Director, Academics
This course develops students’ understanding of the basic concepts of Physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

**Physics   SPH4U**
Prerequisite: SPH3U

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 astrophysics, the wave nature of light, atomic and nuclear physics and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

**Science   SNC4M**
Prerequisite: SNC2D or SPH3U or SVN3M or SCH3U or SBI3U

This course enables students, including those pursuing post-secondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students’ scientific investigation skills. This course is taken by students enrolled in SL SEHS Diploma 2 year.

**Introductory Kinesiology   PSK4U**
Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 open course in Health and Physical Education
May be taken at the same time, with permission of Director, Academics

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.

**Interdisciplinary Studies   IDC4U**
Prerequisite: SBI4UH and SCH4UH OR SCH4UH and SPH4UH

This course consists of the expectation for Interdisciplinary Studies, Grade 12, University Preparation as well as all the expectations from the SBI4UH and SCH4UH for the Biotechnology credit or SCH4UH and SPH4UH for the Engineering Technology credit.

Students will investigate the relationships between the two sciences and will use diverse resources and interdisciplinary approaches to developments, trends, products and careers in the specified field. They will
evaluate the economic, environmental, cultural, political, social and ethical issues raised in either the biotechnology or the engineering technological fields.
**IB GROUP 5 MATHEMATICS**

<table>
<thead>
<tr>
<th>Grade 7 MYP</th>
<th>Grade 8 MYP</th>
<th>Grade 9 MYP</th>
<th>Grade 10 MYP</th>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT7</td>
<td>MAT8</td>
<td>Academic MPM1D or Extended MPM1DE</td>
<td>Academic MPM2D or Extended MPM2DE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Mathematical Studies SL
- Functions and Applications MCF3MS
- Mathematics of Data Management MDM4US

### OR Mathematics SL
- Functions MCR3US
- Advanced Functions MHF4US*
- Calculus and Vectors MCV4US*

### OR Mathematics HL
- Functions MCR3UH
- Advanced Functions MHF4UH*
- Calculus and Vectors MCV4UH*
- Mathematics of Data Management MDM4UH
- Advanced Functions MHF4UH*
- Calculus and Vectors MCV4UH*

*These courses are taught together commencing in February of Grade 11/Diploma 1 and concluding in June of Grade 12/Diploma 2.*

The Mathematics program at Branksome provides opportunities for university-bound students to develop a strong understanding of mathematics; practise strategies for applying knowledge and skills to solve complex problems in both real-life and abstract situations; communicate reasoning using mathematical conventions and terminology; and become proficient in using graphing calculators and relevant computer software. Students will inquire into and learn new mathematical concepts and skills through class discussion, group
work and individual practice. In all grades, students will be encouraged to develop specific study strategies that can promote academic success here at Branksome and later at university.

Our program addresses not only the needs of students who require some extra time and support to develop skills, but also the needs of those who are ready to be challenged further. Students who have demonstrated a strong foundation in mathematics and who show both an aptitude and an interest in problem solving may be placed in extended courses in Grades 9 and 10. Motivated students in all courses may receive enrichment within their classroom by participating in mathematics competitions organized by the University of Waterloo, the Canadian National Mathematics League, the American Mathematics Competition, and the Math Olympics; by volunteering in the peer tutoring program within our school; by becoming a JUMP Math Tutor at our Junior School or at Rose Avenue Public School; by joining our Pi-Landers Math Clubs; and by solving our Problems-of-the-Week. For those students who require extra support to strengthen skills, help is available daily from teachers in the Math Clinic and also from senior students through our peer tutoring program.

Grade 7 Mathematics  MAT7

In this course, students will develop their proficiency in number sense and numeration, measurement, geometry and spatial sense, patterning and algebra, data management and probability. They will represent, compare, and order numbers, including integers; develop an understanding of addition and subtraction of fractions and integers, and apply a variety of computational strategies to solve problems involving whole numbers and decimal numbers; develop an understanding of proportional relationships using percent, ratio, and rate. Students will solve real-life applications of area measurements; determine the relationships among units and measurable attributes, including the area of a trapezoid and the volume of a right prism. They will construct related lines, and classify triangles, quadrilaterals, and prisms; develop an understanding of similarity, and distinguish similarity and congruence; describe location in the four quadrants of a coordinate system, dilate two-dimensional shapes, and apply transformations to create and analyse designs. Students will represent linear growing patterns using concrete materials, graphs, and algebraic expressions; model real-life linear relationships graphically and algebraically, and solve simple algebraic equations using a variety of strategies, including inspection and guess and check. They collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including relative frequency tables and circle graphs; make and evaluate convincing arguments, based on the analysis of data; compare experimental probabilities with the theoretical probability of an outcome involving two independent events.
Grade 8 Mathematics  MAT8

In this course, it extends the students’ experiences and strengthen their proficiency in the same mathematical strands as Grade 7. They will represent, compare, and order equivalent representations of numbers, including those involving positive exponents; solve problems involving whole numbers, decimal numbers, fractions, and integers, using a variety of computational strategies; solve problems by using proportional reasoning in a variety of meaningful contexts. Students will solve applications of volume and capacity measurement; determine the relationships among units and measurable attributes, including the area of a circle and the volume of a cylinder. They demonstrate an understanding of the geometric properties of quadrilaterals and circles and the applications of geometric properties in the real world; develop geometric relationships involving lines, triangles, and polyhedra, and solve problems involving lines and triangles; represent transformations using the Cartesian coordinate plane, and make connections between transformations and the real world. They will represent linear growing patterns using graphs, algebraic expressions, and equations; model linear relationships graphically and algebraically, and solve and verify algebraic equations, using a variety of strategies, including inspection, guess and check, and using a “balance” model. Students collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including frequency tables with intervals, histograms, and scatter plots; apply a variety of data management tools and strategies to make convincing arguments about data; use probability models to make predictions about real-life events.

Principles of Mathematics (Academic)  MPM1D

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

Principles of Mathematics (Extended)  MPM1DE

This course includes the same topics as MPM1D, with greater breadth and depth in problem-solving activities; as a result, students will find this course to be fast-paced and challenging. MPM1DE is designed to challenge students who have demonstrated very good mathematical achievement, a strong ability to work independently in class and out, and both an aptitude and an interest in problem-solving.

Principles of Mathematics (Academic)  MPM2D

Prerequisite: MPM1D/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.

Principles of Mathematics (Extended)  MPM2DE

Prerequisite: MPM1D/MPM1DE
This course includes the same topics as MPM2D, with greater breadth and depth in problem-solving activities; as a result, students will find this course to be fast-paced and challenging. This course is designed to challenge students who demonstrate very good mathematical achievement, a strong ability to work independently in class and out, and both an aptitude and an interest in problem-solving.

**Functions and Applications MCF3M**

*Prerequisite: MPM2D/MPM2DE*

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 and Relations MCR3U**

*Prerequisite: MPM2D/MPM2DE*

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 simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Advanced Functions MHF4U**

*Prerequisite: MCR3U*

This course extends students’ experience with functions. Students will investigate the properties of polynomial, rational, logarithmic and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students 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   MCV4U
Prerequisite/Corequisite: MHF4U

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

Mathematics of Data Management   MDM4U
Prerequisite: MCF3M/MCR3U

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

<table>
<thead>
<tr>
<th>Grade 7 MYP</th>
<th>Grade 8 MYP</th>
<th>Grade 9 MYP</th>
<th>Grade 10 MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory:</td>
<td>Compulsory:</td>
<td>Compulsory:</td>
<td>Compulsory:</td>
</tr>
<tr>
<td>Exploring</td>
<td>Exploring</td>
<td>Exploring</td>
<td>Exploring</td>
</tr>
<tr>
<td>Communications Technology</td>
<td>Technology</td>
<td>Technology</td>
<td>Design</td>
</tr>
<tr>
<td>TGJ7</td>
<td>TDJ1O</td>
<td>TDJ2O</td>
<td>TDJ2O</td>
</tr>
<tr>
<td>0.5 credit</td>
<td>0.5 credit</td>
<td>0.5 credit</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Paired with Art:</td>
<td>Paired with Music, Dance or Drama:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications Technology</td>
<td>Technological Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TGJ2O</td>
<td>TDJ2O</td>
<td>TDJ2O</td>
<td>TDJ2O</td>
</tr>
<tr>
<td>0.5 credit</td>
<td>0.5 credit</td>
<td>0.5 credit</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Elective:</td>
<td>Elective:</td>
<td>Elective:</td>
<td>Elective:</td>
</tr>
<tr>
<td>Introduction to Computer Studies</td>
<td>Introduction to Computer Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS2O</td>
<td>ICS2O</td>
<td>ICS2O</td>
<td>ICS2O</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Computer Engineering Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TEJ3M</td>
</tr>
</tbody>
</table>

Our goal is that each Branksome Hall student is competent to function in today's rapidly changing technological environment. Students will acquire basic presentation software skills, use current application software and operating systems, communicate computer-related ideas using correct terminology, identify on- and off-line references, become familiar with computer technology and related careers, develop programming skills using traditional and contemporary techniques, develop problem-solving skills using case studies, and access information electronically.

### Exploring Communications Technology   TGJ7

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

### Exploring Technological Design   TDJ1O
This exploratory course introduces students to concepts and skills related to technological design, which involves the development of solutions to various design challenges and the fabrication of models or prototypes of those solutions. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and post-secondary pathways leading to careers in the field.

**Communications Technology  TGJ2O**

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 post-secondary education and training pathways and career opportunities in the various communications technology fields.

**Technological Design  TDJ2O**

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field.

**Introduction to Computer Studies ICS2O**

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.

**Computer Engineering Technology TEJ3M**

*Pre-requisite: ICS2O or permission of Director, Academics, Senior and Middle School*

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.
IB GROUP 6
ARTS
PERFORMING ARTS

DRAMA

<table>
<thead>
<tr>
<th>Grade 7 MYP</th>
<th>Grade 8 MYP</th>
<th>Grade 9 MYP</th>
<th>Grade 10 MYP</th>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory: Drama</td>
<td>Compulsory: Drama</td>
<td>Drama</td>
<td>Drama</td>
<td>IB Group 6 Arts &amp; Electives Theatre SL/ Drama</td>
<td>IB Group 6 Arts &amp; Electives Theatre SL/ Drama</td>
</tr>
<tr>
<td>ADA7</td>
<td>ADA1O</td>
<td>0.5 credit</td>
<td>ADA2O1</td>
<td>0.5 credit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.0 credit</td>
<td>ADA2O2</td>
<td>1.0 credit</td>
<td>ADA3MS</td>
</tr>
<tr>
<td>Drama in the Community</td>
<td>IB Group 6 Arts &amp; Electives Theatre HL/ Drama</td>
<td>ADA3MH</td>
<td>IB Group 6 Arts &amp; Electives Theatre HL/ Drama</td>
<td>ADA4MH</td>
<td></td>
</tr>
<tr>
<td>ADC2O</td>
<td>1.0 credit</td>
<td>Required for new ESL students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Drama study at the Grades 7 to 10 levels provides students with an opportunity to take on roles and to create and enter into imagined worlds. They learn in a unique way about themselves, the art of drama, and the world around them. Students engage in social interaction and collaboration as they create, perform, and analyze drama. Through informal presentations and more formal performances, students use drama to communicate their aesthetic and personal values.

At the Grade 11 and 12 levels, drama students extend their understanding and interpretation of dramatic texts, forms, characters, and theatrical productions. They incorporate a variety of dramatic elements and conventions in their performances and productions. Students engage in increasingly effective social interactions and collaboration as they create, perform, and analyze drama. In these courses, students will experience being performer, audience and playwright, technician, designer, and critic.

The Drama curriculum is complemented by a co-curricular drama program. Students in Grades 7 to 12 may participate in a theatre production each year. Recent productions include Our Town, My Fair Lady, A Midsummer Night’s Dream, Quilters, Twelfth Night, Much Ado About Nothing, The Servant of Two Masters, The Sound of Music, Peter Pan, The Wizard of Oz, Legally Blonde, The Musical, Grease and High School Musical.

Classes are taught in one of three facilities: The Drama Studio, the Middle School Drama Studio, or the Allison Roach Performing Arts Centre.

Drama ADA7

This course provides opportunities for students to begin to explore dramatic forms and techniques using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the
Drama ADA1O

This course provides opportunities for students to explore dramatic forms and techniques using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. This course is taught to students in Grade 8 as a Reach Ahead half credit.

Drama ADA2O

This course provides opportunities for students to explore dramatic forms, conventions and techniques. Students will explore a variety of dramatic sources from various cultures, representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences. This course will be offered as two half-credits over Grades 9 and 10 in conjunction with TDJ2O, Technological Design. This course is also offered as a full credit elective in Grades 9 or 10.

Drama in the Community ADC2O

This course emphasize the active exploration of dramatic forms and techniques, using materials from a wide range of resources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will construct, discuss, read, narrate, perform, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, and the community and the world around them.

This course is required by all students in an ESL course who are new to Branksome Hall in either Grade 9 or 10.

Drama ADA3M

Prerequisite: One previous credit in Drama

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

Drama ADA4M

Prerequisite: ADA3M

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

<table>
<thead>
<tr>
<th>Grade 7 MYP</th>
<th>Grade 8 MYP</th>
<th>Grade 9 MYP</th>
<th>Grade 10 MYP</th>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>Dance</td>
<td>Dance</td>
<td>Dance</td>
<td>Dance</td>
<td>Dance</td>
</tr>
<tr>
<td>ATC2O1</td>
<td>ATC2O2</td>
<td>ATC3M</td>
<td>ATC4M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.5 credit</td>
<td>0.5 credit</td>
<td>1.0 credit</td>
<td>1.0 credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATC2O</td>
<td>ATC2O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0 credit</td>
<td>1.0 credit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dance is integrated in the Drama and Physical and Health Education programs from Grade 7 to 10. Students study technique in various forms of dance, and explore communication and cultural expression through dance.

Dance ATC2O

This course emphasizes the development of students' technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production, and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance arts.

*This course is offered as an elective in either Grade 9 or 10. The arts option will be studied over two years in Grades 9 and 10 in conjunction with Grade 10 Technological Design.*

Dance ATC3M

Prerequisite: Dance, Grade 9 or 10, Open

This course emphasizes the development of students' artistry, improvisational and compositional skills, and technical proficiency in dance genres from around the world. Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations; describe and model responsible practices related to the dance environment; and reflect on how the study of dance affects personal and artistic development.

Dance ATC4M

Prerequisite: Dance, Grade 11, University/College Preparation

This course emphasizes the development of students' technical proficiency, fluency in the language of movement in dance genres from around the world, and understanding of dance science. Students will explain the social, cultural and historical contexts of dance; apply the creative process through the art of dance in a variety of ways; and exhibit an understanding of the purpose and possibilities of continuing engagement in the arts as a lifelong learner.
## MUSIC

<table>
<thead>
<tr>
<th>Grade 7 MYP</th>
<th>Grade 8 MYP</th>
<th>Grade 9 MYP</th>
<th>Grade 10 MYP</th>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory: Instrumental Music AMI7</td>
<td>Compulsory: Instrumental Music AMI1O2 0.5 credit</td>
<td>Instrumental Music: Band AMI2O1 0.5 credit</td>
<td>Instrumental Music: Band AMI2O2 0.5 credit</td>
<td>IB Group 6 Arts and Electives Music SL AMU3MS</td>
<td>IB Group 6 Arts and Electives Music SL AMU4MS</td>
</tr>
<tr>
<td>or Vocal Music AMV7</td>
<td>or Vocal Music AMV1O2 0.5 credit</td>
<td>or Vocal Music AMV2O1 0.5 credit</td>
<td>or Vocal Music AMV2O2 0.5 credit</td>
<td>AMI/V/S2O 1.0 credit</td>
<td></td>
</tr>
<tr>
<td>or Strings AMS7</td>
<td>or Strings AMS1O2 0.5 credit</td>
<td>or Strings AMS2O1 0.5 credit</td>
<td>or Strings AMS2O2 0.5 credit</td>
<td>AMI/V/S2O 1.0 credit</td>
<td></td>
</tr>
</tbody>
</table>

The music curriculum provides a broad variety of musical experiences. The opportunity to listen, feel and act creatively with music materials is integrated with the continued development of performance skills and the appreciation of the value of music as a means of enriching one’s life. Students at all levels are encouraged in the development of critical-thinking and problem-solving skills as they apply to music.

### Music 7 Instrumental – Band AMI7

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. The computer will be used as a resource. All students will be encouraged to join a school ensemble. Students will be able to select from a range of band instruments. One unit of design and technology will be integrated with the course.

### Music Instrumental – Band AMI1O

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and
elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. The computer will be used as a resource. All students will be encouraged to join a school ensemble. Students will be able to select from a range of band instruments. One unit of design and technology will be integrated with the course.

**Music 7 Strings**  AMS7

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. The computer will be used as a resource. All students will be encouraged to join a school ensemble. Students will be able to select from a range of string instruments. One unit of design and technology will be integrated with the course.

**Music Strings**  AMS1O

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. The computer will be used as a resource. All students will be encouraged to join a school ensemble. Students will be able to select from a range of string instruments. One unit of design and technology will be integrated with the course.

**Music 7 Vocal**  AMV7

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. They will also learn correct musical terminology and its appropriate use. The computer will be used as a resource. Students will be encouraged to sing in a school choir or join the Middle Division Music Theatre Club. One unit of design and technology will be integrated with the course.

**Music Vocal**  AMV1O2

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. They will also learn correct musical terminology and its appropriate use. The computer will be used as a resource. Students will be encouraged to sing in a school choir or join the Middle Division Music Theatre Club. One unit of design and technology will be integrated with the course.

**Instrumental Music – Band**  AM102

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their
understanding of musical conventions, practices and terminology, and will apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities and cultures. This course will be offered as two half-credits over Grades 9 and 10 in conjunction with Technological Design. This course is also offered as a two credit elective in Grades 9 or 10.

**Music Strings   AMS2O**

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices and terminology, and will apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities and cultures. Students will be strongly encouraged to participate in a co-curricular performing ensemble at the appropriate level. This course is also offered as a two credit elective in Grades 9 or 10.

**Music Vocal   AMV2O**

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and will apply the elements of music in a range of activities. Vocal and choral techniques will be developed and students will be encouraged to sing in a school choir. This course is also offered as a two credit elective in Grades 9 or 10.

**Music   AMU3M**  
**Prerequisite: Music, Grade 9 or 10, Open**

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

**Music AMU4M**  
**Prerequisite: AMU3M**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis and performance of music. Students will perform traditional, commercial and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyze how to apply skills developed in music to their life and careers. They will study the prescribed work in detail. They will also complete their composition and recording portfolios for the Ontario Grade 12 Music credit. It is crucial that each student continues to participate in an appropriate co-curricular performing ensemble. In this final year, students will complete the internal assessment and prepare for the exam, which takes the form of a Listening Paper.
# VISUAL ARTS

<table>
<thead>
<tr>
<th>Grade 7 MYP</th>
<th>Grade 8 MYP</th>
<th>Grade 9 MYP</th>
<th>Grade 10 MYP</th>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory: Visual Arts AVI7</td>
<td>Compulsory: Visual Arts AVI1O 0.5 credit</td>
<td>Visual Arts AVI2O1 0.5 credit</td>
<td>Visual Arts AVI2O2 0.5 credit</td>
<td>DP Group 6 Arts and Electives Visual Arts SL/Visual Arts AVI3MS</td>
<td>DP Group 6 Arts and Electives Visual Arts SL/Visual Arts AVI4MS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AVI2O 1.0 credit</td>
<td>AVI2O 1.0 credit</td>
<td>DP Group 6 Arts and Electives Visual Arts HL/Visual Arts AVI3MH</td>
<td>DP Group 6 Arts and Electives Visual Arts HL/Visual Arts AVI4MH</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DP Group 6 Arts and Electives Visual Arts – Film HL/Visual Arts AWR3MS AWR3MH</td>
<td>DP Group 6 Arts and Electives Visual Arts – Film HL/Visual Arts AWR4MS AWR4MH</td>
</tr>
</tbody>
</table>

In a caring and supportive environment, students are challenged to create and appreciate art. Critical-thinking skills are strengthened by opportunities to investigate and experiment with new ways of seeing the world. Galleries, museums and visiting artists are an integral part of the program beyond the studio. We endeavour to provide a valuable life experience for all art students.

**Visual Arts 7  AVI7**

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.

**Visual Arts  AVI1O**

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. This course is taught to students in Grade 8 as a Reach Ahead credit.

**Visual Arts  AVI2O**
This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary and historical context. This course will be offered as two half-credits over Grades 9 and 10, in conjunction with TGJ2O: Technological Communications and TDJ2O, Technological Design. This course is also offered as a full credit elective in Grades 9 and 10.

**Visual Arts AVI3M**  
*Prerequisite: AVI1O or AVI2O*

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 emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. This course will be delivered as a comprehensive program.

**Visual Arts – Film AWR3M**  
*Prerequisite: Visual Arts, Grade 9 or 10, Open*

This course enables students to focus on and further develop their knowledge and skills in Film. Students will use the creative process to explore a wide range of themes through studio work that will include storyboarding, writing and creating films, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own films and the films of others. Students will also study aspects of film history, genre, script writing, analysis (both scene and entire film), as well as films from Canada and other parts of the world.

**Visual Arts AVI4M**  
*Prerequisite: AVI3M*

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

**Visual Arts – Film AWR4M**  
*Prerequisite: AWR3M*

This course focuses on enabling students to refine their use of the creative process when writing and creating films using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct films and explore connections between film and society. The film program enables students to explore a range of processes and techniques that can be applied in their own film production. Students will also make connections between various works of film in personal, contemporary, historical and cultural contexts.
# HEALTHY AND PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Grade 7 MYP</th>
<th>Grade 8 MYP</th>
<th>Grade 9 MYP</th>
<th>Grade 10 MYP</th>
<th>Grade 11 Diploma 1</th>
<th>Grade 12 Diploma 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory: Healthy Active Living Education</td>
<td>Compulsory: Healthy Active Living Education</td>
<td>Compulsory: Healthy Active Living Education</td>
<td>Compulsory: Healthy Active Living Education</td>
<td>IB Group 4 Experimental Sciences Sport, Health and Exercise Science SL/Introductory Kinesiology</td>
<td>IB Group 4 Experimental Sciences Sport, Health and Exercise Science SL/Science</td>
</tr>
<tr>
<td>PEF7</td>
<td>PPL1O</td>
<td>PPL2O</td>
<td>PPL3O</td>
<td>PSK4US See “Science” section</td>
<td>SNC4MS See “Science” section</td>
</tr>
<tr>
<td>Elective: Healthy Living and Personal and Fitness Activities</td>
<td>Elective: Healthy Living and Personal and Fitness Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAF3O</td>
<td>PAF3O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Our goal is to have our graduates leave Branksome Hall as educated adults who value the importance of health, fitness and well-being, and who have the commitment and capacity to lead a healthy, active life. Through participation in a variety of activities, students enhance their confidence, leadership abilities and self-esteem, while gaining the knowledge, skills and attitudes necessary for making healthy decisions throughout adolescence and into adulthood.

Students taking physical and health education have the opportunity to participate in our adventure education program, which includes activities on our climbing wall in Grades 7 to 10.

**Healthy Active Living  PEF7**

The emphasis of this course is on maximum participation, skill & strategy development and improvement of fitness. Through a variety of activities, including tennis, field hockey, rock climbing, dance, volleyball, basketball, track and field, softball, synchronized swimming, stroke improvement, and various fitness activities, students will develop self-confidence, as well as interpersonal and leadership skills and responsibility for their own safety. Health topics include healthy eating, health and wellness, growth and development, sexual health, body image and mental health. Students will start developing skills such as decision-making, to help foster healthy attitudes and behaviours.

**Healthy Active Living  PPL1O**

This course emphasizes students’ daily participation in a variety of enjoyable physical activities that promote lifelong, healthy, active living. These activities include field hockey, ultimate Frisbee, rock climbing, volleyball, badminton, aerobics, dance, rugby, tennis, speedball and lifesaving and aquatic fitness activities. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence and safety/injury prevention strategies. They will investigate issues related to lifesaving, injury prevention and treatment, sexual health, and substance use and addictions. They will participate in activities designed to develop goal-setting, and communication and social skills. This course is taught to students in the Grade 8 year as a Reach Ahead credit.

**Healthy Active Living  PPL2O**

Prerequisite: PPL1O
This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy, active living. These activities include soccer, tennis, rock climbing, volleyball, basketball, dance, self-defense, fitness workouts and aquatic activities. Student learning in activity units will include participation in a variety of activities that enhance fitness, health, and personal competence in skills and strategies. In health units, students will examine issues related to healthy eating personal safety/injury prevention, mental health, sexual health and substance use and addictions. They will use informed decision making, conflict resolution and interpersonal skills in making personal choices. This course is taught in the grade 9 year.

**Healthy Active Living   PPL3O**
Prerequisite: PPL2O

This course emphasizes regular and active participation in a variety of sports and activities to promote their lifelong participation in physical activity. These activities include the following: fitness training/workouts, rock climbing, badminton, tennis, ultimate Frisbee, touch football, self defence, synchronized swimming, and aquatic fitness activities and games. Students apply fitness concepts to develop and implement a personal fitness plan. Health units explore adolescent issues and decision making related to healthy eating, personal safety/injury prevention, mental health, sexual health, and substance use and addictions. This course is taught in the grade 10 year.

**Healthy Living and Personal Fitness Activities   PAF3O**
Prerequisite: None

Students in this course will analyze their own health and the factors that shape it. They will participate in a variety of activities and health sessions, and develop the necessary skills to take charge of and improve their own health. Students will learn about the components of the Vitality approach to healthy living — an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Students will also explore how healthy active living and interactions in their communities are closely linked. This course is offered to students in Grade 9 or 10 as one of their electives (along with their compulsory Healthy Active Living full credit course). This course involves several excursions and guest instructors, which are covered by a one-time course fee.
FACULTY & STAFF – SENIOR AND MIDDLE SCHOOL

Senior Leadership Team

Karen Jurjevich, B.P.H.E., B.A., B.Ed. (Western), M.Ed. (British Columbia)
Principal

Cristina Coraggio, BA (Concordia)
Executive Director, Advancement and Community Engagement

Sarah Craig, (Hons.) B.A. (Bishop’s), B.Ed. (Queen’s), M.Ed. (Massachusetts)
Head, Junior School

Patricia DiNicolantonio, CHRL, (Hons.) B.A., (Toronto), B.J. (Carleton)
Head, Talent Management & Strategy

Heather Friesen, (Hons.) B.Sc. (Toronto), Grad.Dip.Ed. (McGill), M.Sc. (Toronto), Dip. School Leadership (CAIS Leadership Institute)
Head, Curriculum Innovation & Professional Learning

Michael Ianni-Palarchio, B.Sc. Computer Science (Toronto), Strategic Planning M.Sc. (Heriot Watt), Data Analytics, Big Data and Predictive Analytics Certificate (Ryerson)
Director, Technology & Innovation

Leslie Morgan, BA (York), CPA CA, CHRL
Executive Director, Finance & Administration

Deputy Principal

School Leadership Team

Siamak Boroomand, B.Sc. (SFU), PDP (SFU), M.Ed. (UBC), OCT,
Assistant Head, Middle School, Mathematics

Kimberly Carter, (Hons.) B.A. (Queen’s), B.Ed. (O.I.S.E., Toronto), Dip. School Leadership (CAIS Leadership Institute)
Director, Enrolment Management

Chevon Cragg, Director, Residence

Katie Flynn, B.A. (Hamilton College), M.Ed. (Harvard University), OCT,
Director, Athletics

Mira Gambhir, (Hons.) B.A. (New Brunswick), B.Ed. (New Brunswick), M.A. (Toronto), Ph.D. (Toronto)
Director, Chandaria Research Centre

Kate Hebdon, (Hons. – Co-op) B.Env. Studies (Waterloo), B.Ed. (Queen’s), OCT,
Director, Academics: Senior and Middle School

Amanda Kennedy, B.A. (Queen’s), B.Ed. (York)
Head, Senior & Middle School
Denise Power, (Hons.) B.Phed (Brock), M.Ed. (Brock), Ph.D. (abd – O.I.S.E., Toronto), Dip. School Leadership (CAIS Leadership Institute)
Director, Student Life

Andrea Stoeckl, (Hons.) B.Sc., (Toronto) M.Sc., (Toronto) B.Ed. (OISE, Toronto), Ph.D. (Cambridge), Principals’ Qualifications (York), OCT
Director, Guidance and University Relations

Jane-Anne Tateishi, B. Com (Toronto), B. Ed (OISE of Toronto)
Director, Learning Strategies

IB Coordinators

Evita Strobele, (Hons.) B.Sc. (Dalhousie), B.Ed. (Queens), M.Ed. (Toronto)
Assistant Head/Primary Years Program Coordinator, Junior School

Candace Benedet, (Hons.) B.Sc. (Toronto), B.Ed. (Queen’s), Science
IB Middle Years Program Coordinator

Alena Oosthuizen, (Hons.) B.A., L.L.B. (Johannesburg), B.Ed. (O.I.S.E., Toronto)
IB Diploma Coordinator, International Language Coordinator

Teaching Faculty and Subject Disciplines

(*Instructional Leader) (*Grade 9 Global Leaders’ Program)

Hayley AvRuskin, (Hons.) B.Sc. (Queen’s), Certificate Ed. (Cambridge), M. Phil. (Cambridge), OCT, Guidance

Bernadette Badali, B.F.A. (Guelph), B.Ed. (Nipissing), Associate (A.O.C.A.D.), OCT, Visual Art, Film*


Emily Bennett, B.Sc. (Queen’s), MTeach (Griffith), OCT, Science

Jackie Bennett, B.P.H.E., B.A. (Biology), B.Ed. (Queen’s), OCT, Health and Physical Education

Laura Bincik, B.Sc. (Ottawa), B.Ed. (Toronto), OCT, Guidance

Jade Bloom, B.A. (Western), M.A. (Western), M.S.Ed. (Niagara), OCT, French

Jennifer Boisvert, (Hons) B.A. (University of Toronto), B.Ed. (O.I.S.E., Toronto), OCT, Personal Project Coordinator, English, Dramatic Arts
Chandra Boon, B.Sc. (Hons.) Physics (Windsor), M.Sc. (Toronto), B.Ed. (Toronto), OCT, Science, Physics, Theory of Knowledge

Ophelia Bou, (Hons.) B.A. (Western), B.Ed. (Queen’s), OCT, English

Anna Bouzina, (Hons.) B.F.A (York) B.Ed. (York), OCT, Visual Arts

Celia Bowker, (Hons.) B.A (Queen’s), B.Ed (Toronto), M.A (Queen’s), Special Education Qualifications (York), Principals’ Qualifications (OISE), OCT, English

Lauren Caldwell, (Hons.) B.A (Brock), B.Ed. (Brock), M.Ed. (Toronto), Learning Strategies, Guidance

Allison Campbell-Rogers, B.Env. Studies (Waterloo), B.Ed. (Queen’s), OCT, Geography


Tran Chiem, (Hons.) B.Sc. (UofT), B.Ed. (OISE), OCT, Science, Chemistry, Biology

Coral Chen, B.A. (China, Nanjing), M.A. (China, Beijing), OCT, Mandarin

Alexia Citak, (Hons.) B.A. (Toronto), M.T. (Toronto), OCT, Learning Strategies, Careers

Joanne Colwell B.A. (Mount Allison), B.Ed. (Dalhousie), M.A. (Toronto), Dip. School Leadership (CAIS Leadership Institute), OCT, Guidance

Heather Cornford, (Hons.) B.Sc. (Guelph), Dep. Ed. (Deakin), OCT, Mathematics

Tracy Dalglis, (Hons.) B.A. (Toronto), Dip. (Business Studies) (LSE), M.A. (Political Science) (Toronto), M.A. Ed. (Social Studies) (Columbia), OCT, History, Civics

Meaghan DeCourcy, (Hons.) B.A. (Guelph), B.Ed. (OISE/U of T), OCT, Visual Arts

°Christie DesRoches, (Hons.) B.Sc. (Toronto), B.Ed. (Toronto), M.Sc. (Toronto), OCT, Mathematics

Michelle Doyle, (Hons.) B.A. (Toronto), B.Ed. (Toronto), OCT, Spanish, French*

Kathleen Duguay, B.Sc. (Mt. Allison), B.Ed. (Toronto), M.Sc. (Guelph), OCT, Science, Biology – on leave

Martha Fieltisch, B.Math. (Waterloo), B.Ed. (Queen’s), OCT, Mathematics

Hannah Fransen, (Hons.) B.A. (Ottawa), B.Ed. (Trent), M.A. (New Brunswick), OCT, History, Histoire, Civics – on leave

Judith Friend, (Hons.) B.A. (York), B.Ed. (York), M.A. (Toronto), OCT, Dramatic Arts*

Theresa Fuller, B.A. (Alberta), M.A. (Alberta), Latin, Theory of Knowledge

Lily Gambin, (Hons.) B.P.H.E. (McMaster), P.E.M.S.T.E.P. (Western), OCT, Health and Physical Education, Careers

Samhita Gupta, (Hons.) B.A. (Toronto), Masters, Library and Information Studies (Toronto), B.Ed. (Toronto), OCT, Teacher-Librarian
Amy Jones, (Hons.) B.A. (Western), B.Ed. (Western), OCT, Visual Art – on leave

*Meagan Hamilton, (Hons.) BA (Queen’s), BEd (Queen’s), OCT, Geography, History

Nicole Hallett, (Hons.) B.A. (Trent), B.Ed. (Toronto), OCT, French, Theory of Knowledge

Scott Harbin, B.Mus. (Toronto), B.Ed. (Toronto), OCT, Music

John Heder, B.Sc. (Physics) (Western), B.Ed. (Western), M.A. (Cambridge), OCT, Physics, Science

Amy Helsby, (Hons.) BFA, Musical Theatre (Windsor), B.Ed. (Ottawa), OCT, Dramatic Arts, Dance

Sylvie Henderson, (Hons.) B.A. (York), Cert. Ped. (Laval), M.Ed. (O.I.S.E., Toronto), OCT, French

Emily Hopkinson, B.A. (University of Toronto, OISE), (Hons.) B.A. (Brock University), B.Ed., OCT, Dance

Ed-Esther Kenga, (Hons.) B.A. (Toronto), B.Ed. (O.I.S.E., Toronto), French – on leave

Colleen Ketchum, B.A. (Western), B.Ed. (Toronto), C.A., OCT, Accounting, Business, Mathematics

Kimberly Kniaz, (Hons.) B.A. (Wilfrid Laurier), B.Ed. (Queen’s), OCT, Health and Physical Education*

Katie Knox, B.A. (York), B.Ed., M.A. (Toronto), OCT, French


Laurie Kuchirka, (Hons.) B.Sc. (McGill), B.Ed. (Toronto), OCT, Environmental Systems, Science, Service Learning Coordinator

Adrianna Lee, (Hons.) B.A. (Toronto), (Hons.) B.Ed., OCT, Music

Germán Londoño, U., B.A Philosophy (Colombia), Grad. Dip. Lit. (Colombia), OCT, Spanish

Kelly Longmore, B.A. (Guelph), Grad. Dip. Teaching & Learning (CCE, New Zealand), ESL Specialist (Brock), M.Ed. (in progress, York), OCT, ESL Coordinator, English

Andrew Lorrison, MMT (Candidate), BA (Hons), PGCE, OCT, Mathematics

Edith Louie, B.Ed. (McGill), M.Ed. (Toronto), OCT, Mathematics*

Emily Malach, (Hons.) B.A., (Toronto), B.Ed. (Toronto), ARCT (R.C.M.), OCT, English

Jane Marshall, (Hons.) B.A. (Toronto), B.Ed. (Toronto), OCT, History, Theory of Knowledge

Heather McCann, B.A., B.Ed., M.A. (Toronto), OCT, History

Cory Miller, (Hons) B.A (Trent), B.Ed. (Queen’s), Grad.Cert. College Counseling (UCLA) Guidance, University Counseling Coordinator

Nathalie Millette, (Hons.) B.A. (Ottawa), B.Ed. (McGill), M.A. (Concordia), OCT, Histoire, History*

Lamia Mokbel, B.A. (American University in Cairo), M.Ed. (Michigan State), OCT, French
Nadine Mouftah, (Hons.) B.A., B.Ed. (Queen's), OCT, Geography, Civics

Brad Moyle, (Hons.) B.Sc. (Waterloo), B.Ed. (Outdoor & Experiential Education) (Queen's), OCT, Chemistry, Science

Sarah O'Connor, B.A. INT. (Dublin), M.A. (Dublin), Ph.D., (Dublin), B.Ed. (Toronto), OCT, English

Erin O'Rourke, B.A. (McMaster), Grad. Dipl. (Concordia), B.Ed. (York), OCT, Dramatic Arts, Film, Computer Studies and Technology Integration


Emma Pickard, (Hons.) B.A. (Ottawa), B.Ed. (Queens), OCT, History, Histoire

Graham Porter, (Hons.) B.A. (Guelph), Dip. Ed. (Australia) OCT, Geography, Civics, History

Deepa Raj, (Hons.) B.Sc., B.Ed., M.Sc. (India), OCT, Chemistry, Science*

Trevor Ritchie, B.A. (Bishop's), B.Ed. (Lakehead), OCT, Mathematics

Carlene Rotherham, (Hons.) B.Ed. (McGill), Grad. Dip. Sports Admin. (Concordia), Honours Specialist Physical & Health Education (OISE), OCT, Health & Physical Education, Admissions Officer

Sarah Sahagian, (Hons.) B.A. (Queen's), M.Sc. (London School of Economics), PhD ABD (York), OCT, Coordinator and Coach, Debating and Public Speaking

Andrew Schroter, (Hons.) B.Math. (Waterloo), B.Ed. (York), OCT, Mathematics – on leave

Gail Schwiersch, B.Math. (Waterloo), B.Ed. (Nipissing), OCT, Mathematics

Melissa Shaddick, (Hons.) B.A., (Queen's), Grad.Dip.Ed. (Wollongong), OCT, Dramatic Arts – on leave

Jordan Small, (Hons.) M.A. (Carleton), B.Ed. (College of New Jersey), B.A. (Carleton), OCT, English, Theory of Knowledge, DP Core Coordinator

Denise Smith, B.Kin (Acadia), B. Ed. (Maine), OCT, Health and Physical Education

Joe Smith, B.A. (Acadia), B.Ed. (Maine), Edu Tech. (York), OCT, Computer Studies and Technology Integration*, CAS Coordinator

Jennifer Sontrop, (Hons.) B.A. (Western), B.Ed. Spec. Ed. Specialist (Western), OCT, Learning Strategies

Jillian Strimas, B.Ed. (Toronto), OCT, English & ESL*, Theory of Knowledge

Jennifer Stumborg, (Hons.) B.A. (Toronto), M.Ed. (Canisius College, New York), OCT, Guidance

Stephanie Supino, (Hons.) B.A., B.Sc. (York), B.Ed. (Western), OCT, Geography, Géographie
**Emma Taman**, (Hons.) B.Sc. (McMaster), B.Ed (Toronto), M.Ed (Toronto), OCT, **ESL, Theory of Knowledge, Science**

**Joelle Therriault**, B.A. (Wilfred Laurier), B.S.W. (British Columbia), M.S.W. (Toronto), OCT, **Social Worker**

°**Ali Troy**, (Hons.) B.A. (Wilfrid Laurier), B.Ed. (Nipissing), OCT, **Science, Health and Physical Education**

**Sophie Tsonis**, (Hons.) B.A. (Toronto), B.Ed. (Institute of Education, London, UK), OCT, **English**

**Carol Van Wagner**, (Hons.) B.Sc. (Queen’s), M.Sc. (Toronto), Ph.D. (Toronto), B.Ed. (Queen’s), OCT, **Mathematics**

**Marc Walker**, MEd (University of Toronto), Grad. Dip. Ed. (Bishop’s), BA History (McGill), Dip. School Leadership (CAIS Leadership Institute), OCT, **French**

°**Karen Whitaker**, B.Sc. (British Columbia), (Hons.) B.A. (British Columbia), M.A. (Toronto), B.Ed. (Toronto), OCT, **English**

**Julia White**, B. Sc. (Dalhousie), B. Ed (Queens), OCT, **Biology and Environmental Systems and Societies**

**Owen Williams**, (Hons.) B.A. (Western), M.A. (Western), B.Ed. (OISE), OCT, **English**

**Annie Wood**, (Hons.) B.A. Dance (York U), B.Ed. Fine Arts (York U), M.A. Dance Studies (York U), Music Theatre Diploma and Triple Threat Training Specialist (RAPA College, Toronto), OCT, **Dance**

**Leslie Wood**, B.Sc. (Hons.) (Guelph), B.Ed., M.Sc. (Toronto), OCT, **Physics, Science – on leave**