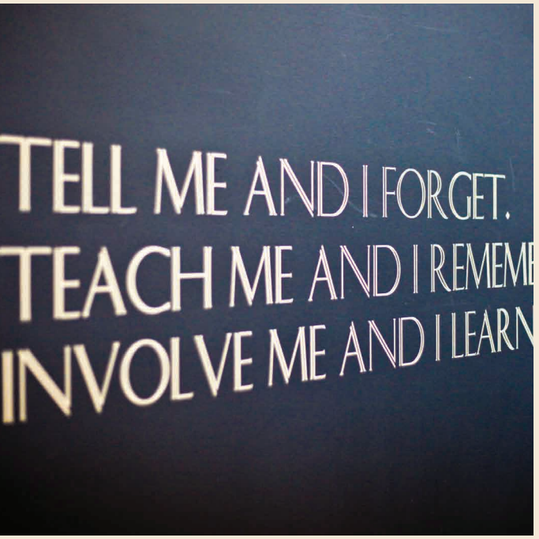
THE

METROPOLITAN PREPARATORY ACADEMY

EXPERIENCE



Wayne McKelvey, our principal, founded Metropolitan Preparatory Academy in 1982 as a private, semestered, coeducational university preparatory day school for middle school (grades 7–8) and high school (grades 9–12) students.

The school was started with the belief that educators possessing the right attitude can have a profound impact on the student's life. Our strength lies in developing the whole individual, through the personal relationships established with students and their families.

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Principal's Message

A cordial welcome to those contemplating enrolment at Metropolitan Preparatory Academy.

I ask you to think about your future. To be successful, it's essential to set attainable goals and develop the ambition to achieve those targets. In other words, decide where you want to go and establish how much time and energy it will take to get there.

This may sound "corny", but little happens unless you believe in yourself and what you are doing. You don't want to look back on your life one day and dream about what could have been. Set inspiring goals and work toward them now. When doors to opportunity open, walk through without hesitation.

Finding the right school can be paramount for future success. I encourage you to call us for an initial interview. This meeting among potential students, parents and faculty will last approximately one hour and helps everyone assess whether MPA provides the optimal environment for your needs.

Consider our program if you are looking for a structured and caring environment. At Metropolitan Preparatory Academy, we highly value involvement, new ideas and enthusiasm.

I wish the best to all students in the upcoming academic year.

Sincerely,

W. W. McKelvey

William Wayne McKelvey

Our Philosophy

We believe students flourish in a safe, inviting, learning atmosphere where they feel confident expressing their individuality, asking questions, and seeking the help they need to thrive. Because of this, Metro Prep operates without uniforms and with open faculty doors. In preparation for both university and future careers, students are encouraged to trust their instincts and think both critically and creatively.

Our Mission

Metropolitan Preparatory Academy is committed to fostering the intellectual, physical, social and creative potential of university-oriented students through a supportive yet challenging academic environment.

MPA FYI

For Your Information...

LOCATION
Metro Prep is located in central Toronto, close to Highway 401 and Leslie Street (see map on page 38). It is easily accessible by public transit.

FACILITIES
In addition to regular classrooms, our school features a science laboratory, two computer labs, an art room, cafeteria, study hall, and gymnasium. Metro Prep also has a fully operational weight and fitness room. Some of our outdoor education programs, such as ziplining and white-water rafting, take place in West Virginia, USA.

FACULTY
Metro Prep has approximately twenty full time faculty members. The average high school class size is 14 students. Teachers are available to provide extra help every day after school, and one evening a week until 6:00 pm.

HOURS

Monday – Friday	7:30 am – 6:00 pm

BELL SCHEDULE

7:30 am – 9:00 am	Students arrive at the school and prepare for the day
Grades 7 – 12	
9:00 am – 10:10 am	Period 1
10:15 am – 11:25 am	Period 2
11:30 am – 12:40 pm	Period 3
12:40 pm – 1:20 pm	**Lunch**
1:20 pm – 2:30 pm	Period 4
2:35 pm – 3:45 pm	Period 5

AFTER SCHOOL
Extra help, athletics or extracurricular activities.

Athletics

As a member of the Small Schools Athletic Federation (SSAF), Metro Prep competes with schools throughout the region. We have many awards to our credit, including over thirty championship pennants. Current teams include basketball, softball, volleyball, skiing, snowboarding, cross-country, golf, tennis, soccer, ultimate frisbee and track and field.

In addition to interscholastic competition, we offer fun teacher-student challenges and lunchtime intramural sports for middle school students.

Extracurricular

We offer a wide range of activities to enrich the learning experience of our students. Past events, excursions and activities include:

- Students helped to build schools in Tanzania & Ecuador
- Trips to Ottawa, Quebec City, Montreal, Niagara Falls, New York City, Boston and Washington D.C.
- Caving, zip lining, and whitewater rafting in West Virginia
- Spanish trip to Guatemala
- Local theatre plus Broadway, Stratford, and Shaw Festival trips
- Ski trips to Blue Mountain, Jay Peak, Lake Placid and Mont Tremblant
- Virginia golf trip and the annual Charity Golf Gala
- Dog sledding expedition
- Science North and University of Guelph Science Camp
- York University Athletic Evaluation Camp
- Commencement, Senior Prom, Graduation dinner & dance
- United Nations Conference and Supreme Court of Ontario
- International Computer Aid project
- Guest Lecturer series
- Robotics Club
- Debate Club
- Chess Club
- Theatrical production
- Waterloo Math Competitions
- Trips to Ontario Science Centre and Toronto Zoo
- Mountain biking weekends
- Blue Jays baseball games

Universities & Colleges

Approximately 99% of our graduates are accepted into the university or college program of their choice.

The post-secondary application process starts in September. Each graduating student meets with guidance counselors to discuss future options. The counselors provide course calendars and handbooks for all Canadian universities and Ontario colleges, and help students fill out appropriate applications. We have approximately 30 Grade 12 students applying for university programs each year.

Our graduates have attended:

CANADA

Acadia University • Bishop's University • Brock University • Carleton University • Concordia University • Dalhousie University • Lakehead University • Laurentian University • McGill University • McMaster University • Mount Allison University • Nipissing University • Ontario College of Art • Queen's University • St. Francis Xavier University • Saint Mary's University • Simon Fraser University • Toronto Metropolitan University (formerly Ryerson) • Trent University • Université Laval • University College of Cape Breton • University of Alberta • University of British Columbia • University of Calgary • University of Guelph • University of King's College • University of New Brunswick • University of Ottawa • University of Prince Edward Island • University of Saskatchewan • University of Toronto • University of Victoria • University of Waterloo • University of Western Ontario • University of Windsor • Wilfrid Laurier University • York University

USA

American Academy of Dramatic Arts (New York) • American University (Washington, D.C.) • Antioch College (Ohio) • Arizona State • Clemson University (South Carolina) • Columbia University (New York) • Cornell University (New York) • Dartmouth College (New Hampshire) • Davis and Elkins College (West Virginia) • Drexel University (Philadelphia) • Duke University (North Carolina) • Emory University (Georgia) • Georgetown University (Washington, D.C.) • Harvard University (Massachusetts) • Howard University (Washington, D.C.) • Michigan State University • Morehouse College (Georgia) • New York University • Ohio State University • Pace University (New York) • Parsons (New York) • Pennsylvania State University • Princeton University (New Jersey) • Seaton Hall University (New Jersey) • Stanford (California) • Texas A&M University • Universal Technical Institute of Phoenix • University of Arizona • University of California - Berkeley • University of California - U.C.L.A. • University of Chicago (Illinois) • University of Colorado • University of Florida • University of Illinois • University of Miami (Florida) • University of Michigan • University of New Hampshire • University of New York • University of Notre Dame (Indiana) • University of Pennsylvania - Wharton • University of San Francisco (California) • University of South Florida • University of Southern California • University of Texas • University of Virginia • University of West Virginia • Wittenberg University (Ohio) • Worcester College (Massachusetts)

OVERSEAS

American University of Paris (France) • Aston University (England) • City University of Hong Kong • Edith Cowan (Australia) • Hebrew University of Jerusalem (Israel) • King's College London (England) • Laverne University (Greece) • London School of Economics (England) • Royal Marines • Tel-Aviv University (Israel) • University of Bristol (England) • University of Cambridge (England) • University College London (England) • University of Edinburgh (Scotland) • University of Hong Kong • University of Kuala Lumpur (Malaysia) • University of Paris - Sorbonne (France) • University of London (England) • University of Manchester (England) • University of Melbourne (Australia) • University of New Zealand • University of South Western Australia • University of Sydney (Australia)

English as a Second Language

Approximately half of Metro Prep students come from Africa, Asia, Europe and South and Central America.

Metro Prep's ESL Program for high school students is focussed on preparing students for academic success in secondary school and university. The program covers all subject areas while improving student's English reading, writing and speaking skills in each of these subjects. International students will gain a solid grasp of general and idiomatic English, as well as academic vocabulary and study skills.

Metro Prep's ESL Program has specific student outcomes that define the program. Our students will:

- use spoken and written English to gather, interpret and communicate information
- use spoken and written English to establish and maintain relationships
- use spoken and written English to make decisions, solve problems, and plan and carry out projects
- be fully prepared for success in university

The goal of our program is for international students to develop English language skills in their secondary school content classes and understand how to apply that knowledge. International students have a limited time to become academically proficient in English. Therefore, Metro Prep helps students learn both English and academic content as an integrated approach, as quickly and effectively as possible. Our integrated classrooms allow students to earn credit toward graduation in required core subject areas.

Homestay Program

Metro Prep's Homestay Program is unlike any other high school Homestay Program in Canada. Our homestay coordinators ensure that students are placed in a safe environment. There is no better way to learn or improve knowledge about culture and a language than to live in one of our homes. By living with a great family, our students are given the opportunity to share in meals, conversation, life experiences, and daily activities.

All students have their own rooms located within minutes of the school campus. Metro Prep homestay families are motivated by the idea of making cross-cultural friendships, ensuring academic success and providing a safe living environment. All homestay families get to know each student as an individual and continue the relationship after the homestay experience is over.

All host families are carefully selected. What makes the Metro Prep Program so unique is that the homestay experience is much like a real "home away from home". Students get the benefit of living with a wonderful family while also living in the same home as their classmates and therefore learn to interact as siblings and class-mates, much like a dormitory experience.

Students are expected to have an interest in other cultures and participate fully in family life. Respect for cultural difference is mutual and each student will enjoy the experience more when rules, expectations, and courtesies are understood.

Please note that spaces are limited and therefore your request for homestay must be made prior to May 1st for the upcoming academic year. To be considered for a homestay placement, a completed homestay application and homestay application fees must be submitted.

Metro Prep's Program Includes:

- Room and board with a host family for the entire academic school year
- Support of all Metro Prep administration and faculty
- Safety and security
- Communication between homestay parent, school and international parents
- Curfew rules
- Positive family environment

Amenities and Services:

- Breakfast and dinner served daily, home-cooked meals
- Each bedroom furnished with bed, dresser and desk
- High-speed internet access
- In-house laundry facilities

My Homestay parents are focused on student's feelings, education, and happiness. I feel like this is actually my "home" and I feel like I am a daughter of my Homestay parents. Even though I am an international student and in a foreign country, my Homestay family makes me feel like our hearts are the same because I feel warm and cared for. The relationships in the house are extremely positive and the mix of cultures makes it so wonderful. We all love, respect and are for each other. I am very glad and very thankful that I live with the Georgopoulos family and have come to Canada to study at Metro Prep!

– Naz Ozkanli, Istanbul, Turkey

About Admissions

Thank you for your interest in Metropolitan Preparatory Academy.

The selection of a school for your child is an important decision requiring considerable thought. With this in mind, our application process has been carefully designed to allow parents, along with their child, the opportunity to cooperatively participate in the procedure.

Our admissions process aims to satisfy two objectives. First, it allows you to determine whether Metro Prep is a good fit for your child. Second, it offers us the opportunity to assess the appropriateness of the school for each applicant.

The ability to discern whether a program is ideally suited for a prospective student occurs through open and honest communication between the school and the child. Therefore, the first step in our admissions process is an initial meeting with the applicant and his or her parents. The dialogue is a cooperative discussion where the applicant is able to communicate his or her academic and personal accomplishments and ambitions.

We believe the emphasis should be placed on the potential of the individual, and the attention required to ensure that it is reached. While ability is important, effort and attitude towards self-improvement are the two strongest indicators of a child's compatibility with Metro Prep.

When there's a strong fit between a student and a school, the opportunity for achievement is endless. Here at Metro Prep we do not attempt to be "all things to all people", but we can be everything to those who eagerly embrace the tools to their future.

Admission Process

Admission Process at a Glance

- Interview & school tour
- Review of supporting documentation
- Student testing
- Admissions decision
- Submission of registration forms if accepting an offer of admission
- Possible end-of-year mathematics assessment

1. INTERVIEW & SCHOOL TOUR
Unlike other private schools, the initial step of our process is a meeting with the applicant and his/her parents to determine the suitability of the school. The meeting is cooperative in nature. It explores your child's academic goals, personality, and compatibility with Metro Prep.

Interviews start mid- September. Since students may be offered admissions at any time throughout the year fewer spaces are available later on in the year. The application process can be lengthy, so applying early is strongly recommended. There is no application fee for Canadian students.

2. SUPPORTING DOCUMENTATION
Please bring photocopies of the following with you to the interview:

- Most recent report card
- Final report cards for the last two academic years or a high school transcript (if applicable)
- Any available educational/psychological assessments (completed within past two years)

3. TESTING
If, after the interview, it appears that your child may be a prospective Metro Prep student, the process moves forward:

Grades 7, 8 & 9: Depending on the documentation presented at the interview, students may be required to complete our entrance test. (Students who have completed the SSAT will not have to write the entrance test). This 2.5 hour test is designed to identify the child's abilities in mathematics, vocabulary, spelling, grammar, and reading comprehension (the test is diagnostic in purpose – your child will never be reduced to a score at Metro Prep).

A $250 test administration fee is only charged for students who write the test.

Grades 10, 11 & 12: Students are admitted based on submission of current academic records.

4. ADMISSIONS DECISION
Once testing, if applicable, is completed and all supporting documentation has been received and carefully reviewed, your child may be offered admission. To accept the offer and secure your child's placement, submit completed registration forms.

END-OF-YEAR MATHEMATICS ASSESSMENT
If there is a concern about math skills, a student may need to write an exam in June based on his/her current year's curriculum. This enables us to determine which math class is most beneficial in the fall. Because we are a semestered school, if a child is required to repeat a course (in any subject area), he/she still has the opportunity to get caught up in the second semester.

Middle School

Middle school at Metro Prep provides a nurturing and supportive environment for grades 7 and 8. This structured high school preparation program has a "back to basics" approach.

In addition to academics, Metro Prep offers a range of middle school athletics, featuring a lunchtime intramural sports program. The experience is completed with extracurricular activities.

Grade 7

Grade 7 is a fully semestered program. All students take:

MATHEMATICS 7
In this course students will work with decimals, fractions, and integers; find squares and square roots; divide whole numbers by simple fractions and decimals; add and subtract numbers by simple fractions and integers; multiply and divide decimal numbers by whole numbers; apply order of operations in expressions with brackets; relate fractions, decimals, and percents; solve between metric units; calculate the area of various quadrilaterals; determine the volume and surface area of prisms; construct parallel, perpendicular, and intersecting lines; sort and classify triangles and quadrilaterals by geometric properties; construct angle bisectors and perpendicular bisectors; investigate relationships among congruent shapes; compare similar and congruent shapes; perform and describe dilatations; tile a plane and plot points in all four quadrants. Students will model real-life relationships involving constant rates graphically and algebraically; translate phrases using algebraic expressions and solve linear equations. Students will collect and organize and display data; use measures of central tendency to compare sets of data; investigate real-work applications of probability and determine theoretical probability of two independent events. Finally, students will demonstrate the knowledge and skills needed to make informed financial decisions.

COMPUTER SCIENCE 7
This course is intended to give students hands on computer experience that focuses on the use of a computer as a tool for learning. Students will become aware of the "every day" use of computers through an in-depth analysis and exploration of computers in society. The course will be structured to expose students to the basics of computers without getting into in-depth technical studies. Students will learn how to use a computer through exposure to various computer software applications, including effective research tools on the Internet. The course is designed to build student confidence in using a computer, while developing keyboarding skills at an early age and skills, which are reflective of common uses of computers in today's society.

ENGLISH LITERATURE 7
This course will involve creative writing, introduction to essay writing, short story and poetry reading, reading response activities, public speaking, handwriting, and journal writing. This course is designed to help students build basic language skills so as to enable them to express their feelings and opinions coherently both in formal and creative writing and in oral presentation. Students will also examine the various media works and the techniques used in them, and create media works.

WRITING SKILLS 7
The aim of this course is to provide the means that will enable the student to understand the process of writing. The student will learn to apply conventions of language in order to express ideas, feelings, and information clearly and precisely. Listening and speaking skills will also develop as the student learns to communicate more freely using bias-free language. The student will know how to direct questions and talk through ideas to clarify thinking, promote reflection, and generate ideas for written work. Spelling, grammar and composition are consistently interwoven over a five-day cycle to help the student reach his/her potential in English language skills.

FRENCH 7
Students will build their knowledge of spoken French through listening, speaking, reading and writing activities. The ability to speak and read French will prepare students for their role as engaged citizens in Canada's bilingual and multicultural communities.

GEOGRAPHY 7
In this course students will explore opportunities and challenges presented by the physical environment and the ways in which people around the world have responded to them. They will develop an understanding of patterns in Earth's physicals features and of the physical processes and human activities that create and change these features. Building on their knowledge of natural resources, students will study the extraction/harvesting and use of these resources on a global scale. They will examine the relationship between Earth's physical features and the distribution and use of natural resources while exploring ways of preserving global resources. In this grade, students will be introduced to the geographic inquiry process and to the concepts of geographic thinking. They will apply the concept of geographic perspective while investigating the impact of natural events and human activities on the physical environment and also various effects of natural resource extraction/harvesting and use. Students will continue to develop their spatial skills, extracting and analysing information from a variety of sources, including different types of maps and graphs, photographs and digital representations, and geographic information systems (GIS).

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

FINE ARTS 7
The objective of this course is to develop practical facility in the techniques of drawing, painting, sculpture, printmaking, and information design. Students will produce two- and three-dimensional works of art that communicate a variety of ideas. They will identify the principles of design and use them when producing and responding to works of art. Art history will focus on artists and artistic periods that interest the students.

GLOBAL ISSUES AND CITIZENSHIP 7
This course introduces students to a range of topics surrounding issues of local and global concern. Course material will be examined through an integrated arts and humanities lens, with a focus on discussion and activity. The goal of this course is to increase student awareness of world issues, building a foundation upon which students can talk about and act upon their growing knowledge and understanding of a changing global environment. Topics include extinction, indigenous peoples, civil rights and social media.

PHYSICAL AND HEALTH EDUCATION 7
This course will provide each student with the basic skills to actively participate in various sports as well as provide health lessons designed to increase the student's knowledge, awareness and understanding of many contemporary issues and topics. The health units include: Healthy Eating (relate healthy eating practices and active living to body images and self-esteem); Personal Safety and Injury Prevention (safe use of computers, cell phones, types of and impact of harassment and social/verbal bullying); Human Development and Sexual Health (reproduction, STIs); Substance Use, Addictions, and Related Behaviours (linkages between mental health and problematic substance abuse; preoccupation with body image and athletic performance and substance abuse; social and personal problems related to drug use and addictive behaviours). The physical education unit includes fundamental movement skills and active participation in such activities as basketball, floor hockey, soccer, baseball and volleyball.

SCIENCE AND TECHNOLOGY 7
This course is organized into four strands: Life Systems: Interactions in the Environment; Matter and Energy: Pure Substances and Mixtures; Structures and Mechanisms: Form and Function and Design Structures; Earth and Space Systems: Heat in the Environment. The learning related to the STEM Skills and Connections area is applied to learning related to the above four areas of the curriculum.

Course descriptions subject to change by the Ministry of Education.

Grade 7

Grade 8

Grade 8

Grade 8 is a fully semestered program. All students take:

MATHEMATICS 8
In this course students will work with decimals, fractions, and integers; find squares and square roots; divide whole numbers by simple fractions and decimals; add and subtract numbers by simple fractions and integers; multiply and divide decimal numbers by whole numbers; apply order of operations in expressions with brackets; relate fractions, decimals, and percentage; solve between metric units; calculate the area of various quadrilaterals; determine the volume and surface area of prisms; construct parallel, perpendicular, and intersecting lines; sort and classify triangles and quadrilaterals by geometric properties; construct angle bisectors and perpendicular bisectors; investigate relationships among congruent shapes; compare similar and congruent shapes; perform and describe dilatations; tile a plane and plot points in all four quadrants. Students will model real-life relationships involving constant rates graphically and algebraically; translate phrases using algebraic expressions and solve linear equations. Finally, students will collect and organize and display data; use measures of central tendency to compare sets of data; investigate real-work applications of probability and determine theoretical probability of two independent events. Students will learn to create a plan to reach financial goals and identify ways to maintain balanced budgets. Students will compare different ways that consumers can get value for their money when spending, such as using reward programs or taking advantage of sales. Students investigate the concepts of simple and compound interest using technology, (for example, a spreadsheet program) and explain how interest affects long-term financial planning.

COMPUTER SCIENCE 8
Students will continue to build upon their knowledge and hands on computer experience that came from the previous level. Students will be able to further sharpen and hone those skills during this course. The course will mainly focus on project work, as students will be using their skills and experience to create various products. Different computer applications will be used throughout this course to give students a breadth of the various different careers that may be possible in this field, including an immersive robotics experience. The major emphasis of this course is on the development of the student's technical learning skills, building the student confidence in learning new computer applications and concepts.

ENGLISH LITERATURE 8
This course will involve creative writing, essay writing, short story and poetry reading, reading response activities and journal writing. This course is aimed at enhancing the student's knowledge and appreciation of the literary and cultural aspects of the English language. It is designed to build upon the student's basic language skills so as to enable them to express their feelings and opinions coherently both in formal and creative writing and in oral presentation. Students will be encouraged to read, write and think critically. Students will also examine the various media works and the techniques used in them, and create media works.

WRITING SKILLS 8
The aim of this course is to provide the means that will enable the student to understand the process of writing. The student will learn to apply conventions of language in order to express ideas, feelings, and information clearly and precisely. Listening and speaking skills will also develop as the student learns to communicate more freely using bias-free language. The student will know how to direct questions and talk through ideas to clarify thinking, promote reflection, and generate ideas for written work. Spelling, grammar and composition are consistently interwoven over a five-day cycle to help the student reach his/her potential in English language skills.

FRENCH 8
Students will continue to build their knowledge of spoken French through listening, speaking, reading and writing activities. Students will be familiarized with the basic vocabulary as well as the linguistic and grammatical rules necessary for effective communication, written as well as spoken.

GEOGRAPHY 8
In this course students will build on what they have learned in earlier grades about Earth's physical features and processes in order to explore the relationship between these features/processes and human settlement patterns around the world. They will focus on where people live and why they live there, and on the impact of human settlement and land use on the environment. They will enhance their ability to apply a geographic perspective to their investigation of issues, including issues related to human settlement and sustainability and to global development and quality of life. In addition, students will study factors that affect economic development and quality of life on a global scale and will examine responses to global inequalities. Students will be introduced to new types of maps and graphs, including choropleth maps, scatter graphs, and population pyramids, and, at the same time, will continue to develop their ability to use a variety of sources, tools, and spatial technologies to study various geographic issues.

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

FINE ARTS 8
This course includes the study and exploration of the visual arts and dramatic arts. The visual arts component focuses on theory, art history and studio production. Studio projects will include two- and three-dimensional projects. The drama component will comprise the study of the elements of drama through creative activity. Role playing, improvisation, pantomime and movement will be explored.

GLOBAL ISSUES AND CITIZENSHIP 8
This course introduces students to a range of topics surrounding issues of local and global concern. Course material will be examined through an integrated arts and humanities lens, with a focus on discussion and activity. The goal of this course is to increase student awareness of world issues, building a foundation upon which students can talk about and act upon their growing knowledge and understanding of a changing global environment. Topics include pollution, global warming, gender and oppression, religion and culture and globalization.

PHYSICAL AND HEALTH EDUCATION 8
This course will provide each student with the basic skills to actively participate in various sports as well as provide health lessons designed to increase the student's knowledge, awareness and understanding of many contemporary issues and topics. The health units include: Healthy Eating (relate healthy eating practices with nutrients and making good choices when it comes to meals and snacks); Personal Safety and Injury Prevention (reduce risk of injuries, assessing situations for potential danger and the impact of violent behaviours); Human Development and Sexual Health (decision making regarding sexual activities, reproduction, relationships and intimacy); Substance Use, Addictions, and Related Behaviours (identify the warning signs of substance misuse, abuse and addiction and consequences that can occur; examine mental health and stress management). The physical education unit includes fundamental movement skills and active participation in such activities as basketball, floor hockey, soccer, baseball and volleyball.

SCIENCE AND TECHNOLOGY 8
This course is organized into four strands: Understanding Life Systems: Cells; Understanding Matter and Energy: Fluids; Understanding Structures and Mechanisms: Systems in Action; Understanding Earth and Space Systems: Water Systems. The learning related to the STEM Skills and Connections area is applied to learning related to the above four areas of the curriculum.

Grade 8

High School

An elective course may be cancelled if there is insufficient enrollment in the course.

Course descriptions subject to change by the Ministry of Education.

Metropolitan Preparatory Academy provides an excellent all-round academic environment for a young adult to acquire and master the skill sets of an independent learner. As students progress through our high school program, they become confident, analytical, and instilled with a passion for learning. Students graduating from Metro Prep are poised for success with the rigours of post-secondary school.

Courses for each grade are summarized on the pages that follow. More detailed course descriptions, including course prerequisites, can be found in our prospectus (available online at www.MetroPrep.com).

Course selection should be made carefully. See pages 35 and 36 for details on diploma requirements, choosing courses, and understanding course codes.

In addition to academics, Metro Prep offers a wide range of great athletic and extracurricular activities for high school students. See pages 8 and 9 for details.

Grade 9

ENGLISH 9, DE-STREAMED (ENL1W)
This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

MATHEMATICS 9, DE-STREAMED (MTH1W)
This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

SCIENCE 9, DE-STREAMED (SNC1W)
This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

ISSUES IN CANADIAN GEOGRAPHY 9, ACADEMIC (CGC1D)
This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

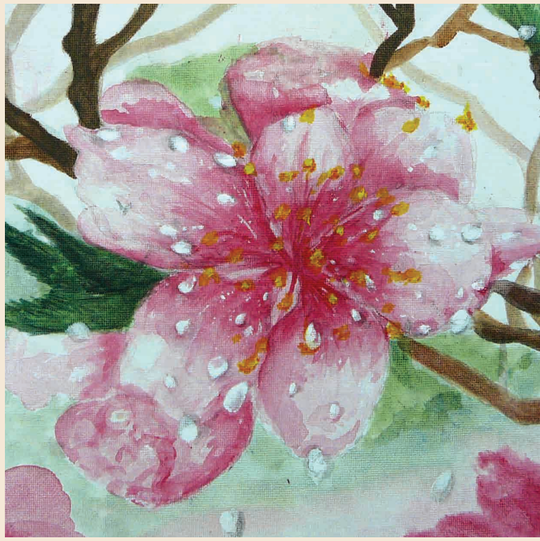
INFORMATION AND COMMUNICATION TECHNOLOGY IN BUSINESS 9, OPEN (BTT1O)
This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

VISUAL ARTS 9, OPEN (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.

DRAMA 9, OPEN (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 analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

CORE FRENCH 9, ACADEMIC (FSF1D)
This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills 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 the skills necessary to become life-long language learners.

Grade 9



Grade 9

SPANISH LEVEL 1, ACADEMIC (LWSBD)
This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

HEALTHY AND ACTIVE LIVING EDUCATION 9, OPEN (PPL1O)
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The health component has four major units: Healthy Eating, Personal Safety and Injury Prevention, Substance Use, Addiction and Related Behaviours and Human Development and Sexual Health.

Grade 10

ENGLISH 10, ACADEMIC (ENG2D)
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on 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.

PRINCIPLES OF MATHEMATICS 10, ACADEMIC (MPM2D)
This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles, Students will reason mathematically and communicate their thinking as they solve multi-step problems.

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

CANADIAN HISTORY SINCE WORLD WAR I 10, ACADEMIC (CHC2D)
This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups and communities, including First Nations, Métis, and Inuit peoples and communities 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 identities, citizenship and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis and Inuit populations. 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 AND CITIZENSHIP 10, OPEN (CHV2O)
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

INTRODUCTION TO BUSINESS 10, OPEN (BBI2O)
This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information 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.

DIGITAL TECHNOLOGY AND INNOVATIONS IN THE CHANGING WORLD 10, OPEN (ICD2O)
This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

COMMUNICATIONS TECHNOLOGY 10, OPEN (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 postsecondary education and training pathways and career opportunities in the various communications technology fields.

VISUAL ARTS 10, OPEN (AVI2O)
This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

DRAMATIC ARTS/MUSIC INTEGRATED ARTS 10, OPEN (ALC2O)
This course integrates drama and music giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

MEDIA ARTS 10, OPEN (ASM2O)
This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

CORE FRENCH 10, ACADEMIC (FSF2D)
This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills 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 continue to develop the skills necessary to become life-long language learners.

SPANISH LEVEL 2, UNIVERSITY PREPARATION (LWSCU)
This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

Grade 10

Grade 10

HEALTHY ACTIVE LIVING EDUCATION 10, OPEN (PPL2O)
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The health component has four major units: Healthy Eating, Personal Safety and Injury Prevention, Substance Use, Addiction and Related Behaviours and Human Development and Sexual Health. Each Unit will build on previous knowledge from Healthy Active Living Education 9.

CAREER STUDIES 10, OPEN (GLC2O)
This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

ENGLISH AS A SECOND LANGUAGE LEVEL 2, OPEN (ESLBO)
This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

LITERACY SKILLS: READING AND WRITING, 10 (ELS2O)
This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.

THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

As part of the Ontario Secondary School Diploma requirements, students must pass the provincial secondary school literacy test. The OSSLT computerized assessment is based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9. It is usually taken in Grade 10.

Test results identify students who have not demonstrated the required skills, and show areas where they need remediation after school hours. Students who are not successful in the first attempt can write the test again during the next test date.

Students who have failed the test may take the Ontario Secondary School Literacy Course as a means of acquiring the literacy requirement to graduate. A score of 50% is needed to pass the course.

Grade 11

ENGLISH 11, UNIVERSITY PREPARATION (ENG3U)
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

FUNCTIONS 11, UNIVERSITY PREPARATION (MCR3U)
This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

FOUNDATIONS FOR COLLEGE MATHEMATICS 11, COLLEGE PREPARATION (MBF3C)
This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analyzing, evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

BIOLOGY 11, UNIVERSITY PREPARATION (SBI3U)
This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

CHEMISTRY 11, UNIVERSITY PREPARATION (SCH3U)
This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

PHYSICS 11, UNIVERSITY PREPARATION (SPH3U)
This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

FORCES OF NATURE: PHYSICAL PROCESSES AND DISASTERS 11, UNIVERSITY/COLLEGE PREPARATION (CGF3M)
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 HISTORY TO THE END OF THE FIFTEENTH CENTURY 11 , UNIVERSITY/COLLEGE PREPARATION (CHW3M)
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.

AMERICAN HISTORY 11, UNIVERSITY PREPARATION (CHA3U)
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.

Grade 11

Grade 11

UNDERSTANDING CANADIAN LAW 11, UNIVERSITY/COLLEGE PREPARATION (CLU3M)
This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

FINANCIAL ACCOUNTING FUNDAMENTALS 11, UNIVERSITY/COLLEGE (BAF3M)
This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting.

MARKETING: GOODS, SERVICES, EVENTS 11, COLLEGE PREPARATION (BMI3C)
This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

INTRODUCTION TO COMPUTER SCIENCE 11, UNIVERSITY PREPARATION (ICS3U)
This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, & SOCIOLOGY 11, UNIVERSITY PREPARATION (HSP3U)
This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.

WORLD RELIGIONS AND BELIEF TRADITIONS: PERSPECTIVES, ISSUES, AND CHALLENGES 11, UNIVERSITY/COLLEGE PREPARATION (HRT3M)
This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

THE INDIVIDUAL AND THE ECONOMY 11, UNIVERSITY/COLLEGE PREPARATION (CIE3M)
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.

VISUAL ARTS 11, UNIVERSITY/COLLEGE PREPARATION (AVI3M)
This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that will include drawing, painting, sculpting, photography and interior design, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others.

DRAMA 11, UNIVERSITY/COLLEGE PREPARATION (ADA3M)
This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

MUSIC 11, OPEN (AMU3O)
This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

MEDIA ARTS 11, UNIVERSITY/COLLEGE PREPARATION (ASM3M)
This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and community values.

COMMUNICATIONS TECHNOLOGY: BROADCAST AND PRINT PRODUCTION 11, OPEN (TGJ3O)
This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

CORE FRENCH 11, UNIVERSITY PREPARATION (FSF3U)
This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

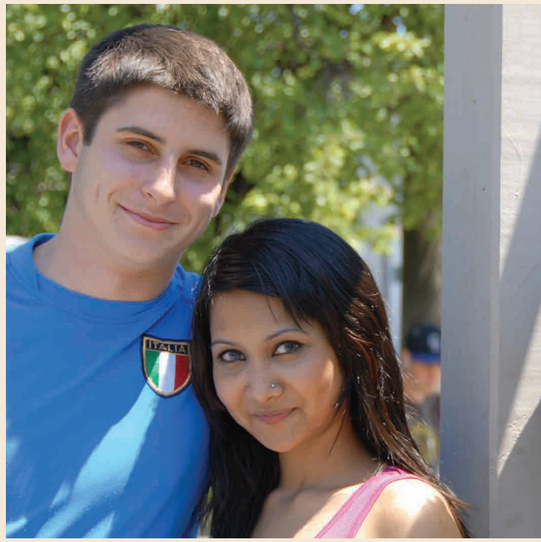
SPANISH LEVEL 3, UNIVERSITY PREPARATION (LWSDU)
This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

ENGLISH AS A SECOND LANGUAGE LEVEL 3, OPEN (ESLCO)
This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

PRESENTATION AND SPEAKING SKILLS, 11 (EPS3O)
This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.

HEALTHY ACTIVE LIVING EDUCATION 11, OPEN (PPL3O)
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Grade 11



Grade 12

HEALTHY LIVING AND PERSONAL AND FITNESS ACTIVITIES 11, OPEN (PAF3O)
The focus of this course is to develop a healthy active lifestyle through strength training and cardiovascular fitness activities. The students will learn how to develop a safe, personal strength training program based on the latest scientific theories of strength training. The course will be based on the "Vitality" approach to health, which emphasizes, good nutrition, being active and a positive self-image. Students taking this course will be very active in personal fitness activities including weight training, aerobics, and cardiovascular training. (Coed)

Grade 12

ENGLISH 12, UNIVERSITY PREPARATION (ENG4U)
This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

THE WRITER'S CRAFT 12, UNIVERSITY PREPARATION (EWC4U)
This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

ADVANCED FUNCTIONS 12, UNIVERSITY PREPARATION (MHF4U)
This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

MATHEMATICS OF DATA MANAGEMENT 12, UNIVERSITY PREPARATION (MDM4U)
This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

CALCULUS AND VECTORS 12, UNIVERSITY PREPARATION (MCV4U)
This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

PHYSICS 12, UNIVERSITY PREPARATION (SPH4U)
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

EARTH AND SPACE SCIENCE 12, UNIVERSITY PREPARATION (SES4U)
This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

BIOLOGY 12, UNIVERSITY PREPARATION (SBI4U)
This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

CHEMISTRY 12, UNIVERSITY PREPARATION (SCH4U)
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

WORLD ISSUES: A GEOGRAPHIC ANALYSIS 12, UNIVERSITY PREPARATION (CGW4U)
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 HISTORY SINCE THE FIFTEENTH CENTURY 12, UNIVERSITY PREPARATION (CHY4U)
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.

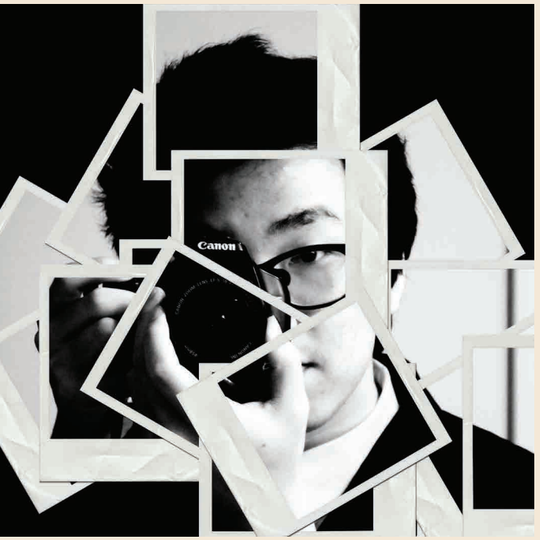
CANADIAN AND INTERNATIONAL LAW 12, UNIVERSITY PREPARATION (CLN4U)
This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

CANADIAN AND INTERNATIONAL POLITICS 12, UNIVERSITY PREPARATION (CPW4U)
This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

ANALYZING CURRENT ECONOMIC ISSUES 12, UNIVERSITY PREPARATION (CIA4U)
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.

Grade 12

Grade 12



FINANCIAL ACCOUNTING PRINCIPLES 12, UNIVERSITY/COLLEGE PREPARATION (BAT4M)
This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing.

INTERNATIONAL BUSINESS FUNDAMENTALS 12, UNIVERSITY/COLLEGE PREPARATION (BBB4M)
This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing and management.

COMPUTER SCIENCE 12, UNIVERSITY PREPARATION (ISC4U)
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

CHALLENGE AND CHANGE IN SOCIETY 12, UNIVERSITY PREPARATION (HSB4U)
This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

PHILOSOPHY: QUESTIONS AND THEORIES 12, UNIVERSITY PREPARATION (HZT4U)
This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

VISUAL ARTS 12, UNIVERSITY/COLLEGE PREPARATION (AVI4M)
This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

DRAMA 12, UNIVERSITY/COLLEGE (ADA4M)
This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

DRAMA PRODUCTION 12, UNIVERSITY/COLLEGE PREPARATION (ADD4M)
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 text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. This course is for students interested in the production of theatre. Students will explore skills and concepts required for theatre production.

Grade 12

MEDIA ARTS 12, UNIVERSITY/COLLEGE PREPARATION (ASM4M)
This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.

FILM AND VIDEO 12, UNIVERSITY/COLLEGE PREPARATION (AWR4M)
This course will further develop the knowledge and skills that enable students to communicate ideas, feelings and beliefs through the artistic medium of film and video. The overall theme of the course is Film and Society. Through first understand the historical role of film and applying a critical analysis process, students will appreciate the vision of important Canadian and international directors, filmmakers and artists. Through the creative process students will be encouraged to discover their own unique vision as an artist and film maker. With practice in creative and innovative problem solving, students will prepare themselves to meet the challenges of an ever increasingly complex technological society.

CORE FRENCH 12, UNIVERSITY PREPARATION (FSF4U)
This course provides extensive opportunities for students to speak and interact in French independently. Students will apply language-learning strategies in a wide variety of real-life situations, and will continue to develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. Students will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

INTRODUCTORY KINESIOLOGY 12, UNIVERSITY PREPARATION (PSK4U)
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and 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.

FAMILIES IN CANADA 12, UNIVERSITY PREPARATION (HHS4U)
This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

ONTARIO SECONDARY SCHOOL LITERACY COURSE 12, OPEN (OLC4O)
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Planning a Student's Program

THE ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

The Ontario system requires students to have at least 30 credits to receive the Ontario Secondary School Diploma:

Compulsory Credits [Total of 18]

- 4 credits in English (1 credit per grade)*
- 3 credits in Mathematics (1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in The Arts
- 1 credit in Health and Physical Education
- 1 credit in French As A Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics and Citizenship
- (Group 1) English, OSSLC, French As A Second Language**, Classical And International Language, Canadian And World Studies, First Nations, Metis And Inuit Studies, Native Language, Social Sciences And Humanities, Guidance And Career Education, Cooperative Education***, American Sign Language As A Second Language, Langue Des Signes Quebecoise Langue Seconde
- (Group 2) French As A Second Language**, The Arts, Business Studies, Health & Physical Education, Cooperative Education***, American Sign Language As A Second Language, Langue Des Signes Quebecoise Langue Seconde
- (Group 3) French As A Second Language**, Science (Gr. 11 or 12), Computer Studies, Technological Education, Cooperative Education***, American Sign Language As A Second Language, Langue Des Signes Quebecoise Langue Seconde

* For English Language learners, a maximum of 3 ESL or ELD courses may be used. The fourth has to be a Grade 12 compulsory English course.
** A maximum of 2 credits in French As A Second Language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.
***A maximum of 2 credits in cooperative education can count as compulsory credits, selected from any of groups, 1, 2, or 3.

Under special circumstances, and with the approval of the principal, substitutions may be made for up to 3 of the compulsory credits using courses from the remaining courses offered that meet the requirements for compulsory credits.

Elective Credits [Total 12]

· 12 credits selected from available courses

STUDENTS MUST ALSO COMPLETE 40 HOURS COMMUNITY INVOLVEMENT (below) AND PASS THE ONTARIO SECONDARY SCHOOL LITERACY TEST (see page 27).

COMMUNITY INVOLVEMENT ACTIVITIES

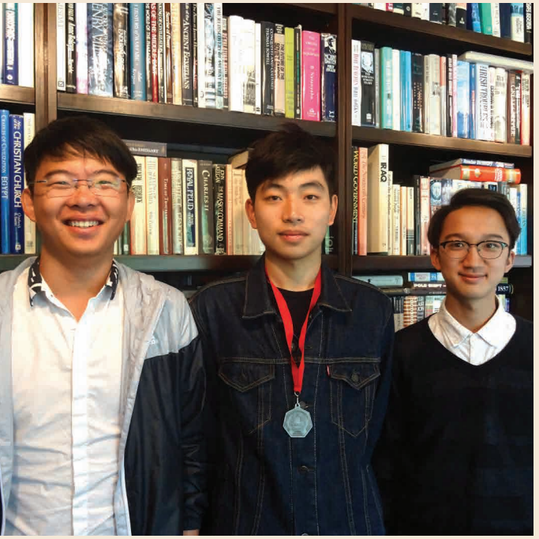
As part of the Ontario Secondary School Diploma requirements, a student must complete a minimum of 40 hours of community involvement activities. These may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions, and informal settings.

Students may not fulfill the requirements through paid work, co-op education, or by assuming duties normally performed by a paid employee. The activities must take place after school, on weekends, or on school holidays. For further information on the recording of such activities, please speak with our coordinator in the guidance office.

EVALUATION

In each semester, all Metro Prep students write compulsory examinations. Detailed post-exam report cards are promptly issued.

A credit is granted in recognition of the successful completion of a course (50% or better) scheduled for a minimum of 110 hours. All Metro Prep courses are worth 1 credit each, with the exceptions of Career Studies and Civics and Citizenship worth 0.5 credit each.



Choosing Courses

Course selection should reflect abilities and interests, but must also relate to the student's immediate and long-term goals. We provide guidance to all students and can make course recommendations, but the ultimate choice is the responsibility of the student and his/her parents. Here are some things to keep in mind:

- All courses are open to qualified students regardless of age, sex or ethnic background.
- Certain courses are compulsory (see diploma requirements on previous page).
- Students are encouraged to take more than the thirty required courses.
- Choosing courses from a broad variety of disciplines allows more educational and occupational options in the future.
- Studying a foreign language can provide increased job opportunities later.
- Universities and colleges often specify essential courses. For example, many university programs require one or two Grade 12 mathematics credits. Carefully check admission requirements.
- All Grade 11 and 12 results are disclosed on student transcripts, so quality is better than quantity at the senior level.

If you have questions or concerns about academic requirements please speak to one of our guidance counsellors. ***It's your future, so take the time and make the effort to plan it well!***

UNDERSTANDING COURSE CODES

Metro Prep's courses are labeled according to the Ontario Ministry of Education's coding system. The code consists of five characters (e.g. ENG2D):

- The first three characters represent the discipline, the subject, and the course. The fourth character represents the grade:

  1, 2, 3 or 4 where "1" = Grade 9, "2" = Grade 10, "3" = Grade 11 and "4" = Grade 12 or A, B, C, D or E where "A" = Level 1, "B" = Level 2, "C" = Level 3, "D" = Level 4 and "E" = Level 5. Letters represent proficiency in a language course (e.g. Spanish)

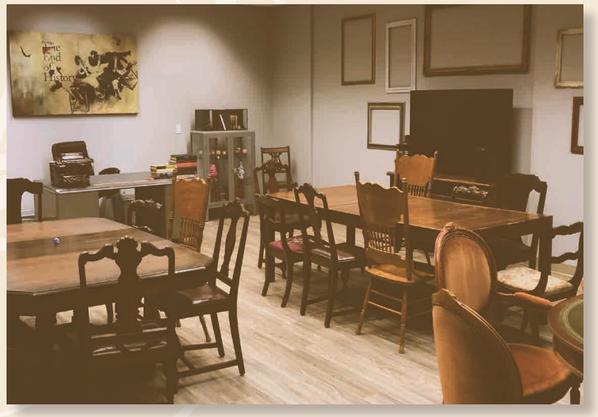
- The last character represents the course type.

  "D" = **ACADEMIC** – A Grade 9 or 10 academic course (drawing on theory, abstract examples and problems) for students planning on future post-secondary education.
  "P" = **APPLIED** – A Grade 9 or 10 applied course focuses on practical applications and concrete examples.
  "W" = **DE-STREAMED** - A de-streamed course for any post-secondary pathway.
  "C" = **COLLEGE** - A senior course preparing the student for college.
  "M" = **UNIVERSITY/COLLEGE** – A senior course in preparation for university or college.
  "U" = **UNIVERSITY** – A senior course preparing the student for university.
  "O" = **OPEN** – A course open to all levels.

POST-SECONDARY SCHOLARSHIPS

Universities are looking for exceptional individuals. Many programs are seeking students that have already gained exposure to the area of study. Students hoping to receive entrance scholarships should aim for excellent grades (90%+), but we also recommend they take advantage of other school and community opportunities to gain experience. Choose summer and weekend employment with future plans in mind, and don't forget that volunteering for quality organizations can be a smart option.

Notes



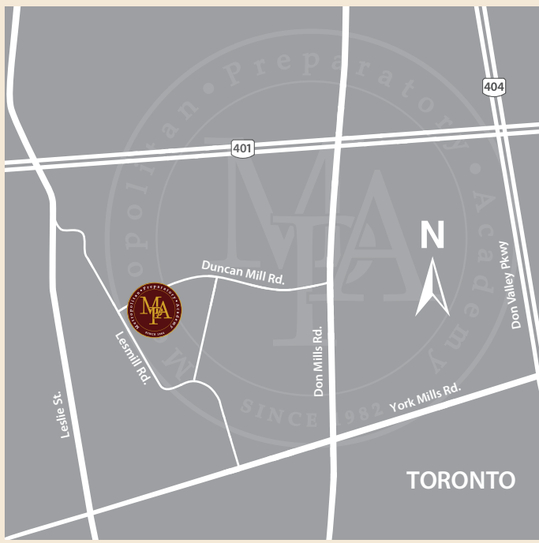
Contact Information

William Wayne McKelvey
Principal

Debra McKelvey-Cleveland
Vice Principal

Ryan Seeley
Vice Principal

Sue Dhillon
Guidance



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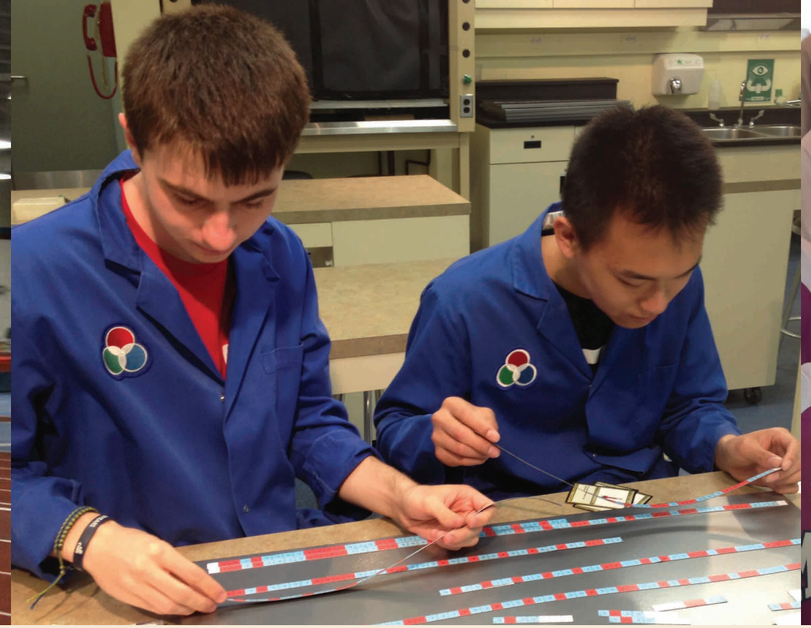

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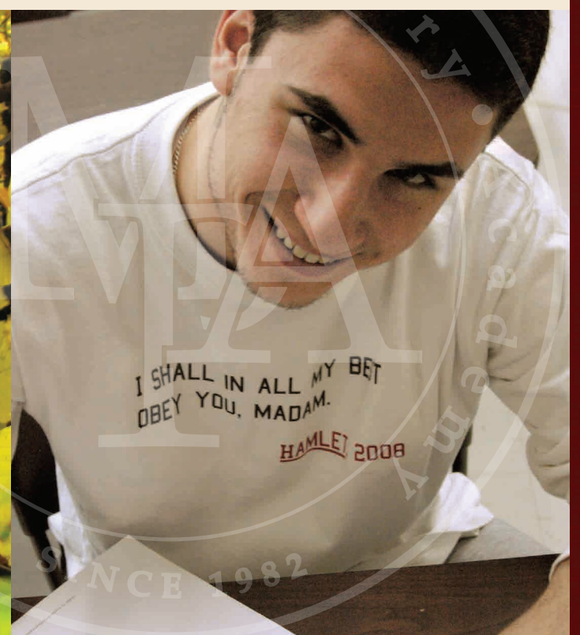

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