

THE DRAGON

ACADEMY
COURSE CALENDAR
2009~2010

Contents

Foreword	4
Mission and Philosophy	5
Admissions	6
Testing, Evaluation and Assessment	6
Reports	7
Advanced Placement and SAT's	8
Student Services/ Guidance	8
Resources	9
Extra-Curricular and Enrichment Activities	9
Service Learning and Community Involvement	10
Student Government	10
Homework	11
Ontario Secondary School Diploma (OSSD) Requirements	12
Community Involvement Requirements	12
Provincial Secondary School Literacy Test	13
Provincial Secondary School Literacy Course	13
Substitutions for Compulsory Courses	14
Waiver of Pre-requisites	14
Reach-Ahead Credits	14
Types of Courses	14
Prior Learning Assessment Recognition	15
Independent Study	17
Co-operative Education and Work Experiences	17
Multi-grade Classes	18
Remedial Programmes	18
Credits	18

Course Changes and Transfer Credits	19
Full disclosure	19
Ontario Student Transcript/Ontario Student Record	20
Course Codes	20
Attendance Policy	21
Promotion Policy	22
Curriculum overview	22
What do we mean by Integration?	22
What do we mean by Museum Based Learning?	23
What do we mean by Artistic Cognition?	24
Math and Sciences	25
Courses offered in 2009-2010	27
Schedule	28
Dragon Academy Requirements	28
Integrated Curriculum Topics	30
Course Descriptions	34
The Arts	34
Canadian and World Studies and Social Sciences	41
Classical Studies and International Languages	47
Computers, Media Studies, and Technology	48
English	49
French Studies	51
Mathematics	52
Physical and Health Education	55
Sciences	56
Responsibilities	59
Code of Conduct	59
Dress Code	63
School Year Calendar	64

FORWARD

The Dragon Academy was created to reinvent secondary education as a fellowship for learning, bringing together students in grades 7 to 12, scholar-teachers, artists and museum staff. It is private, egalitarian, non-sectarian, and co-educational. This brochure provides information about courses offered at The Dragon Academy for the 2009 - 2010 school year. Graduates of The Dragon Academy will have fulfilled the requirements for the Ontario Secondary School Diploma and may also seek College Boards Advanced Placement and British A Levels.

The Dragon Academy's own curriculum covers a great deal more than is laid down in provincial requirements in all fields. All courses are taught to the highest academic level by teachers who are scholars and specialists in the subjects they teach. Wherever appropriate, they hold advanced degrees.

Students who entered Grade 9 after 1998 will graduate in four years, under the revised secondary school system introduced by the Ministry of Education and Training. All students will follow The Dragon Academy curriculum. The subjects chosen are those which form a proper foundation for serious study, and are presented in that spirit.

The Dragon Academy's curriculum is promoted through Socratic teaching, integration, museum based learning and artistic cognition. Concepts across all subject areas are drawn together, linked to central themes, questions and ideas, and organised in each grade through its designated historical period. Students are members of Toronto's key museums, and achieve advanced skills of inquiry and research through intimate experience of the treasures they contain. The creative and imaginative dimensions of mind flourish through student and faculty partnership with visiting artists. Sophistication in discussion based learning promotes problem-solving, cognitive achievement and creativity.

Covering the breadth of disciplines from grades 7 through 12, our programme requirements include academic courses in English, French, maths, sciences, history and social sciences; martial arts and dance based physical education; performance oriented music, visual art and drama; workshops in leadership and creative thought; community service; and a mentorship programme with artists and professionals.

The Dragon Academy's environment is maintained through an intimate setting in downtown Toronto with an average class size of 12, giving students ample

scope for participation and confidence. Our low student-teacher ratio ensures that students develop close mentoring relationships with their teachers.

If you treat a man as he is, he will stay that way, but if you treat him as if he were what he ought to be and could be, he will become that bigger and better man."

– Johann Wolfgang von Goethe.

MISSION

The Dragon Academy provides a balanced programme of study, in which the development of skills in the arts takes its place beside the promotion of mathematical, scientific and verbal skills. The Dragon Academy is a laboratory for the activity of learning, where discussion, performance, coaching, research and experiment can be fruitfully carried out.

PHILOSOPHY

The Dragon Academy was founded to provide the best possible education for independent and creative students. These young people tend to score high on achievement tests, to display a wide range of outside interests and talents, and yet through boredom to gather spotty school records. There is a key to sparking intrinsic motivation, working for sheer pleasure rather than any external reward or evaluation -- students must be immersed in a field of study.

If we concentrate on the accumulation of facts and grades, we discourage students from striking out on their own course of discovery. Intellect can only be harmed when students are taught to provide a pre-determined "correct answer". Young people must discover their world and acquire a habit of creative thinking which will serve them all their lives. Our culture encourages them to be consumers. Yet surely the great task of adolescent education is to awaken a sense of moral interest in others, of social responsibility, a dream of what the young person can give back to the world. This is what young people themselves will tell you they want, if they trust you.

These are not states which can be created in a conventional school environment. They require vision and belief on the part of the teacher. They require small classes, and the freedom to put aside textbooks and masses of information in favour of exploration, question, doubt, and compassion. In contrast to the more usual experience of the museum field trip, little more than trailing about various

exhibits behind an exasperated guide with a group of passive (and hence bored, difficult) students in tow, museum based pedagogy is a joint scholarly enterprise between teacher and students, an exciting quest for understanding.

A museum is a treasure house. Museum based education offers a refinement of knowledge remarkable in students so young. To pursue such an education is to come to really know sizeable amounts of the collections of the major institutions of our city, to be admitted to the insider's position, a great privilege.

ADMISSIONS

Applicants are asked to submit a completed standard information form, supported by student transcript, letter of recommendation, proof of immunisation, photocopied birth certificate and an example of their work. Upon receipt of the completed application, prospective students and their parents will be interviewed by The Dragon Academy's Principal. Application forms are available on request, or may be downloaded from our website.

Students admitted to The Dragon Academy must successfully complete their previous grade, and have a satisfactory interview. Upon acceptance, enrolment and student responsibilities contracts must be signed and returned with a deposit fee of \$2,000. School fees are to be paid in advance by post-dated cheque(s).

For the year 2009-2010, base tuition fees are \$16,500. Additional costs include student memberships in the institutions with which we are affiliated, field trips and admissions. Students are expected to purchase their own school supplies, clothing and texts.

Tuition assistance is available for students who can show evidence of financial need. This requires the submission of a separate form, and disclosure of family income. This information is kept strictly confidential. Tuition assistance application forms are available on request.

TESTING, EVALUATION AND ASSESSMENT

It is crucial for teachers and students, for their parents, future teachers and employers, to understand what they have achieved. Assessment is an integral part of what happens in the classroom, not simply something set or marked when learning is over.

All too often, however, assessment is the tail that wags the dog of curriculum. It is usually merely summative, a barrier at the end of a unit of instruction. The need to prepare our students to do well on tests commonly dictates our educational goals. So, you cannot hope to revolutionise the curriculum without reforming assessment.

At the Dragon, our educational goal is to promote and recognise a wide spectrum of achievements and knowledge. This is reflected in an equally broad range of assessments designed to provide accountability, certification, educational diagnosis and student motivation.

There is not much a person can do in the modern industrial world without passing entrance examinations of one kind or another, from driving licenses, to the Graduate Record Exam. The S.A.T. looms on the horizon as a pre-requisite for admission to Canadian universities as it now is in the U.S. A. And there are of course standardised provincial competency tests. Good examination preparation and examination taking skills can be taught, and we do this at all grade levels at the Dragon. There should not be any standards, admission, achievement or summative exams that will daunt our graduates.

Final Examinations are held in June. Students are expected to participate in all examinations. Absence requires a doctor's note and the examination will be rescheduled.

Our teachers also create their own paper and pencil tests to promote student skill at demand writing, studying, and demonstration of achievement. There is a value in such tests: they train the memory, promote organisation of knowledge in condensed and reproducible form, and provide comparative measurement of achievement.

Such kinds of testing, however, privilege lower-level intellectual-cognitive aspects of learning, and the commitment of factual knowledge to short-term memory. For this reason we are involved in constructing, testing and implementing performance-based assessments. This kind of assessment is based on observable, performance-based criteria, applied while students are engaged in tasks, communicated through transparent, anecdotal reportage and ongoing individual feedback.

As part of our mandate as a laboratory and showcase school, we teach our teachers how to develop and accurately record these less formal kinds of assessment. Student portfolios are widely used as a way of collecting and documenting individual performance, and as material for diagnosing and improving individual work. Portfolios, personal records and recorded

performances provide students with opportunities to discover and declare their identities, to document and display what matters to them.

REPORTS

Formal reports are issued four times a year: at the middle and end of each term. The school year is divided into two terms. Term 1 begins on September 8, 2009 and ends on January 22, 2010. Term 2 begins on January 25, 2010 and ends on June 29, 2010. The student's achievement will be expressed in terms of a percentage grade as well as through comment and documentation.

At The Dragon, we offer not only external accreditation, but our own, an innovative record of educational achievement, which improves educational diagnosis, monitors student progress, involve students in their own assessment, and stimulates response in curriculum and teaching to student needs.

ADVANCED PLACEMENT AND SAT'S

The Dragon Academy supports students in the senior grades (11 and 12) in seeking accreditation through the **College Board's Advanced Placement** program. Students who wish to complete such courses must advise the Principal of their intentions by **April 15 of the school year prior** to the one in which they wish to take an Advanced Placement credit, so that arrangements can be made within the school for a mentor teacher to guide them through successful comprehension of the curriculum material required, under the supervision of the school's Advanced Placement Co-ordinator, and for sitting the end-of-course examination.

Similar arrangements may be made if a student is interested in completing the Cambridge International Examinations, which lead to British secondary school accreditation ("A Levels"), and because of similar restrictions, these too must be arranged with The Dragon Academy by **April 15 of the school year prior** to the one in which the student wishes to take the examinations.

A senior student may also wish to sit the **SAT** (Standard Achievement Test) implemented by the College Board. Application to do so must be made through the Principal in **September of the school year in which the student wishes to take the examinations**, so that arrangements may be made to register the student, and to confirm the site and date of the examinations.

STUDENT SERVICES AND GUIDANCE

The Dragon Academy's Student Services programme focuses on the skills necessary for life as well as educational planning: accurate situational analysis; setting objectives, strategising; resource assessment and allocation; implementation and ongoing monitoring of progress.

The promotion of these skills is integrated throughout The Dragon curriculum, but students in their first year of attendance at The Dragon Academy will also have scheduled time each week to explore contemporary personal and social issues, worthy goals, study and research skills, note-taking, self-presentation and time management (the Fundamental Skills course). By Grade X, students undertake formal study of Career and Educational Planning. In Grade XI, they begin research into post-secondary choices, while in Grade XII, students are supported in research and decision-making about their next step after graduation.

Career planning is an important part of our curriculum because it is a lifelong process, and tied to personal growth. To choose wisely, self-knowledge is as essential as knowledge of available options. Change is a constant in life, and transition a recurring state.

Our students learn to think independently, to question, to discover, to construct personal meaning. Their guidance comes from their teachers, their families, their friends and older, more experienced students. In addition to the services of our Guidance Officer, our faculty are always available to listen, to advise, to reflect, to mentor. Students, parents, faculty and administration are all free to initiate counselling. The Principal of The Dragon Academy is responsible for the assistance of students with personal or academic concerns, and for their teachers. **Remedial help** is available on request or identified need for all students from the appropriate staff, and appropriate **accommodations** will be made **for exceptional students** under the direction of the Principal. There are **no courses offered at the Dragon Academy through other means** (televised instruction, distance learning, or affiliation with Independent Learning Centres).

RESOURCES

The whole of the city of Toronto is an open resource for the students of The Dragon Academy. In addition to the world class collections of the Robarts Library at the University of Toronto, and the Metropolitan Toronto Reference Library, our students will have access to the libraries and librarians of our museums, and to a school library of over ten thousand volumes.

A wealth of resources relating to our curriculum, including journal articles, research papers, and visual sources, will be posted and updated on the school intranet. Our students will learn to be savvy and critical users of the world-wide web. The Dragon Academy's many connections with the academic and artistic communities will be a living resource for our students.

The Dragon Academy's vision of an integrated and cutting edge use of digital resources is supported by our own information infrastructure. Wireless connection is available in all teaching spaces in the school, and the use of laptops for note taking is encouraged. The school sustains an Apple environment, but supports PC as well.

EXTRACURRICULAR ENRICHMENT

In addition to the business of school, there are extracurricular activities: field trips, dances, galas, retreats, and lectures and readings by guests of The Dragon Academy. Attendance at sports events, performances, and lectures is open to the school community, including family and friends.

Such activities may include: inter and intra-mural sports organised with other independent schools, hiking, canoe and ski trips, visits to cottages and farms, lectures by academics, professionals, artists and authors, film festivals, formal debates, attending performances of theatre, dance, and music, as well as exhibits. Toronto is a major cultural centre, rich in such opportunities. We take advantage of the city's arts community, and of its great universities and libraries, as well as of our museums.

SERVICE LEARNING and COMMUNITY INVOLVEMENT

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is additional to the 30 credits needed for a high school diploma. Students are encouraged to develop a volunteer portfolio for career and educational planning. Students will be able to choose their own community involvement activities, within guidelines that will be provided by The Dragon Academy. The Academic Chair and the Registrar assist students in exploring volunteer options. Students record their hours in portfolios kept by the registrar, with the help of teacher advisors. Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a form supplied by the school. Community service guidelines and forms are available upon request through our main office. Documentation of volunteer hours and faculty approval will be kept in the student's OSR.

All students are required to reflect upon and write about their service learning experiences. Because the development of leadership abilities is so important to The Dragon Academy, leadership training programmes and opportunities are an integral part of our curriculum. Our students are encouraged to devote themselves to the betterment of their school and of their community.

STUDENT GOVERNMENT

Everyone in a community should have a say in its governance, a sense of ownership and pride. Within The Dragon Academy, each student is welcomed

into a house composed of students drawn from all grade levels, and led by a teacher who remains the special mentor and advisor for those students throughout their secondary careers.. These houses are constituted as Orders, each honouring one of the four guiding principals of Dragon education: freedom of expression, creativity, collaboration and commitment to social justice.

Through their Order, Dragon students have opportunities to take on leadership and to have an active voice in Dragon affairs. They are encouraged to develop as citizens. The Orders are responsible for social activities, community outreach, special events, performances, sports, and student life. They participate together in outings, such as camping and field trips, and retreats. Orders may construct and carry through their own artistic and intellectual projects. They may publish these projects as performances, text, and electronic resources. They may delegate representatives of the school for extra-curricular events and activities.

HOMEWORK

The effects of homework have been particularly well studied over the last twenty years. While it has long been assumed that homework improves academic achievement, self- discipline, and work habits, this turns out to be a myth. There is solid evidence that traditional forms of homework have deleterious effects.

Not only does time-consuming extra-curricular work cut significantly into potential shared family time, but it is also a common cause of stress and argument, as parents struggle to help with homework, or pressure children to devote more energy to it.

Homework reinforces social inequity. Unequal computer and home library access, and economic disadvantage which leads to more work hours for parents and students, mean that those who might best benefit from home reinforcement of school work are least likely to receive it, exaggerating inequities.

It is difficult for teachers to determine who has actually done the homework. Even the best meaning parents may interfere with student learning by helping them improve their homework, and there is good evidence that students who have good mastery of a subject are often resources for other students to copy. Understanding a student's individual and personal mistakes and problems is crucial to good teaching.

Careful academic study has failed to demonstrate that homework improves academic achievement or instils desirable character traits such as self-discipline, goal-directedness, or time management. Nor does homework in fact correlate with high test scores.

We are not questioning the value of practise or of individual work, or the necessity of some work being done outside school hours, but rather the value of long hours of assignments for completion and grading. Students need to learn many skills through drill and practice. They need to complete long-term, independent projects, and to conduct fruitful research. They need to read and to write. Their teachers need to design and promote rigorous academic work, scaffold new knowledge, and coach new study habits. The Dragon Academy avoids all assignments which do not fulfil such aims. Our work always supports the fruitful conduct of constructivist classroom education.

While there are obvious limits to the practicability of such aims, it is our desire to enable as much of that extra work as possible to take place at school, under the guidance and with the availability of the teachers. Parents are encouraged to check frequently with their children and with the school website to monitor ongoing work and assignments. All our teachers take it as their responsibility to promote good work habits and management skills. Extra help is always available. Students who are having difficulty will be identified early within the intimate setting of The Dragon Academy.

Our dual aim is to excite our students about learning, and to give them the foundation for academic success. We make homework an extension of the pleasure of learning, not drudgery.

ONTARIO DIPLOMA REQUIREMENTS

In 2009-2010, students in Ontario will be following the four year curriculum implemented in Ontario secondary schools over the period beginning September 1999, including the revisions of 2006, 2007 and 2008.

Ontario Secondary Schools 1999 (OSS 1999)

Grades 9, 10, 11 and 12

Students from Grades 9 through 12 will be acquiring credits towards the Ontario Secondary School Diploma (OSSD). **To earn this Diploma, students will require 18 compulsory credits and 12 optional credits, for a total of 30 credits.** Each full credit course is 110 hours in length.

The **18 compulsory credits** that must be earned are:

- 4 English (1 credit per grade)
- 1 French as a second language
- 3 Mathematics, including at least one in Grade 11 or 12
- 2 Science
- 1 of Grade 11 or 12 Science or Grade 9-12 Technology
- 1 Canadian Geography
- 1 Canadian History

- 1 Civics course (1/2 credit)
- 1 Career Studies course (1/2 credit) (Guidance and Career Education)
- 1 Arts course
- 1 Health and Physical Education
- 1 of: Arts, Business Studies, Health and Physical Education
- 1 of: Science (grade 11 or 12), Technological Education

Most students will have completed the majority of their compulsory credits by the end of Grade 10. The **optional credits** will be fulfilled from the other courses offered. These 30 credits may be earned over a four year period, and more than 30 credits are permissible. In addition, students will be required to complete 40 hours of community involvement prior to graduation.

Community Involvement Requirements and Procedures

All students in grades 9 through 12 must complete a minimum of 40 community service hours as a graduation requirement. Both short and long term volunteer opportunities within the school and the community are promoted throughout the year. Students are encouraged to develop a volunteer portfolio for career and educational planning. The Academic Chair and the Registrar assist students in exploring volunteer options. Students record their hours in portfolios kept by the registrar, with the help of teacher advisors, and are encouraged to share reflections on their experiences in daily Assembly. Documentation of volunteer hours and faculty approval will be kept in the student's OSR.

THE PROVINCIAL SECONDARY SCHOOL LITERACY TEST

All students who entered Grade 9 in 1999 or subsequent years must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. The test is written in the Grade 10 year, and is based on the Ontario curriculum expectations for language and communications, particularly reading and writing, up to and including Grade 9.

If an exceptional student requires alternative arrangements, additional time, alternative format, deferral, or exemption) the Principal shall ensure that these **accommodations** are made. If students do not complete the test successfully, The Dragon will provide remedial assistance (charges incurred will be billed to the parents) to help improve skills so these students may be better prepared to retake the literacy test. Once a student has successfully completed the literacy test, he or she may not retake the test in the same language. Successful completion of the test is recorded on the OST.

THE PROVINCIAL SECONDARY SCHOOL LITERACY COURSE

The Ontario Secondary School Literacy Course has been developed to provide students who have been unsuccessful on the Provincial Secondary School Literacy Test with intensive support in achieving the required reading and writing competencies and with an alternative means of demonstrating their literacy skills. This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Eligibility Requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

This course is not offered at The Dragon Academy.

SUBSTITUTIONS FOR COMPULSORY COURSES

At the discretion of the Principal, students may be allowed to replace up to three of the compulsory courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements, provided that the sum of compulsory and optional credits will not be less than thirty. Substitutions shall only be made to promote and enhance student learning and to meet special needs and interests. Documentation of course substitutions and faculty approval will be kept in the student's OSR.

PROCEDURES FOR WAIVING PRE-REQUISITES

Courses in Grades 11 and 12 may have prerequisites as a requirement for enrolment, as identified in ministry curriculum policy documents. The school must provide parents and students with clear and accurate information on prerequisites. If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.

This does not reflect the actual basis of the grouping of students in different classes within the school, which in fact is determined by a consideration of both a student's prior learning and his or her current level of academic achievement and ability, as well as social and behavioural maturity. This determination is made on a student-by-student basis by the principal, and discussed with each student and his or her parents on enrolment.

REACH-AHEAD CREDITS

Students in the Elementary grades may, on the approval of the Principal and with the consent of the course teacher, take courses at a Grade 9 or higher level, and on successful completion of such "reach ahead" credits, this achievement will be recorded on the student's final report card, and a "Course Completion Certificate" will be issued, and a copy of it retained in the student's OSR.

TYPES OF COURSES

The Ontario Curriculum for Grades 1-8 sets requirements for the knowledge and skills which students are expected to acquire and demonstrate. If appropriate,

students at The Dragon Academy may begin work at a Secondary School level in Grade 8, in accordance with the Transition Years programme changes legislated by the Ministry of Education.

The Ministry of Education and Training has designated three types of courses for Grade 9 and 10: academic, applied and open. For Grade 11 and 12 the Ministry has designated five different types of courses: university preparation, university/college preparation, college preparation, workplace preparation, and open courses.

The Dragon Academy offers the majority of its courses in the academic and university preparation stream.

Courses in the open stream are designed to enrich a student's education generally, but may also lead to University Preparation courses in Grades 11 and 12. These open courses include Physical and Health Education, Drama, Music, and Visual Arts. There are no courses offered in the applied, college, or workplace preparation stream. The **Certificate of Accomplishment** may not be obtained from The Dragon Academy.

In 2009-2010, no approved Locally Developed courses, ILC, Distance, Specialised or Special Education programmes are offered at The Dragon Academy.

PRIOR LEARNING AND ASSESSMENT

ELIGIBILITY

There are two groups of students who are eligible for the PLAR: mature students and regular day school students.

MATURE STUDENTS: a mature student is at least eighteen years of age and is returning to earn a diploma after being out of secondary school for at least one year.

These PLAR requirements apply to the following two groups of mature students:

1. Those who are new to the Ontario secondary school system as of February 1, 2000, and who are working towards the Ontario Secondary School Diploma (OSSD) under OSS diploma requirements
2. Those who were enrolled as regular day school students in the Ontario secondary school system, and were placed in Grade 9 in 1999-2000 or later, Grade 10 in 2000-2001 or later, Grade 11 in 2001-2002 or later, or Grade 12 in 2002-2003 or later, and who return to school as mature students on or after February 1, 2004 to work towards the OSSD under OSS diploma requirements.

N.B.: This category does not apply to students at present admitted to The Dragon Academy.

REGULAR DAY SCHOOL STUDENTS: a regular day school student is enrolled in a regular day school program, in an Ontario secondary school, including Provincial Schools, Demonstration Schools, the Independent Learning Centre, or inspected private schools, of which The Dragon Academy is one.

THE PROCESS

- I. Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning, which includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components, viz. “challenge” and “equivalency”. All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the courses.
- II. The “challenge” process is the process whereby students’ prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.
- III. The “equivalency” process is the process of assessing credentials from other jurisdictions.
- IV. As an inspected private school, The Dragon Academy has developed and implemented policies and procedures related to the challenge process that are consistent with provincial policy (OSS, sections 6.6 and 8.2).
- V. The Dragon Academy makes use of forms from the Ministry of Education entitled “PLAR Challenge for Credit: Cumulative Tracking Record” and “PLAR Challenge for Credit: Interim Tracking Record” to record student results, and an application form and assessment recording form from the same source. These forms will be completed and entered in the student’s Ontario Student Record.
- VI. The Principal of The Dragon Academy, who is responsible for granting credits, will:
 1. ensure that students are informed that they are responsible for initiating the challenge process and for satisfying all of the requirements, and that students who are not adults (under the age

- of 18) are informed that they need parental approval before applying to challenge for credit
2. ensure that prospective applicants and his or her parents are informed about policies and procedures for the challenge for credit, including the recording of results
 3. ensure that every prospective applicant is provided with an application form and materials detailing what is expected in the course
 4. evaluate each application in consultation with the student's parents and appropriate school staff to determine whether there is reasonable evidence for success
 5. develop formal tests and other assessment strategies
 6. conduct the testing
 7. evaluate and report on the student's performance
 8. ensure that students who do not have suitable documentation owing to extraordinary circumstances will receive counselling concerning the gathering of evidence

POLICIES:

1. The Challenge Process may not be used as a way for students to improve their mark, having earned a credit, nor as a way to obtain credit for a course they have previously failed.
2. Students may challenge for credit only for Grade 10, 11, and 12 courses in provincial curriculum policy documents
3. Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline.
4. Students must demonstrate to the principal that they would be likely to be successful in the challenge process.
5. Students with music certificates that are accepted for credits in OSS are not required to challenge for credit for appropriate music courses.
6. Students must challenge for credit for an entire course whether it is a full credit or a partial credit course.

INDEPENDENT STUDY

At the discretion of the Principal, opportunities may be provided for exceptionally motivated and high achieving students to earn course credits through supervised Independent Study. For each such credit, the student must arrange for a supervising teacher, who will undertake responsibility for providing a proper course outline, assigning components of the course, suggesting available resources, evaluating and assessing the achievement of the student, and ensuring that the total work involved is equivalent to that expected in the time scheduled for an equivalent classroom course. Documentation of

independent study hours and faculty approval will be kept in the student's OSR. Upon successful completion (with a mark of at least 70%) of a course through independent study, the Principal will record his or her standing on the OST.

COOPERATIVE EDUCATION AND WORK EXPERIENCE

Planned learning experiences in the community enhance the school programme, and students' ability to make satisfying educational and career choices. At The Dragon Academy, co-operative education is available for senior level students with proven high achievement and self-discipline, through school-arranged placement experiences that are tied to the curriculum.

Co-operative credits will include: pre-placement instruction; provision for Workplace Safety; a learning plan (including assessment criteria) based on the curriculum expectations of the relevant provincial curriculum policy documents; regular monitoring in both the school and the placement setting; student analysis of out-of-school experiences integrated with in-school learning; evaluation to determine that course expectations have been met. Documentation of co-operative education hours and faculty approval will be kept in the student's OSR.

MULTI-GRADE CLASSES

The Dragon Academy is still a young school, and both small and highly specialized in its programme offerings. For this reason, it is not yet feasible to offer separate classes in all subjects for different grade levels.

In such combined classes, the course objectives, expectations, and evaluation procedures for a given subject are clearly outlined. Our combined classes are customarily spread across two adjacent grade levels (e.g. Grade 7/8), with all students in that class receiving the same grade level credit. Before placing students in a course whose level is higher than their grade level of record, the Principal will evaluate each such student to ensure that he/she is able successfully to meet the achievement expectations for that course, and master required reading and homework materials. The Principal's assessment instruments will include formal tests, and a variety of other assessment strategies appropriate to the particular course, which may include evaluation of student work, and observation of student performance.

REMEDIAL PROGRAMMES

Due to the small size of The Dragon Academy, we do not offer a designated special education programme. Accommodations will be made to ensure that students with special needs have a fair and equal opportunity to successfully complete our academic programme. Alternative forms or print and extra time may be given, as well as modification of requirements where appropriate. Supplementary support will always be available, and in some cases tutoring may be recommended (the latter will incur extra costs to the parents). In all cases the actual content of the courses will not be altered.

CREDITS

A credit is granted to a student upon the successful completion of a course for which a minimum of **110 hours** of instruction has been scheduled. All courses offered at The Dragon Academy in 2009-2010 have a credit value of 1.0 except for Career Studies, GLC2O, Open, and Civics, CHV2O, Open, which each have a credit value of 0.5.

COURSE CHANGES AND TRANSFER CREDITS

Students in Grade 11 and above must take full disclosure regulations into consideration. A list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained will be recorded on the OST. A student must withdraw within 5 instructional days of the issuance of the first report card in order to avoid OST note. (See below under "Full Disclosure").

FULL DISCLOSURE

Ministry of Education regulations stipulate that if a student withdraws from a Grade 11 or 12 Course within 5 instructional days following the issue of the first report card, the withdrawal is not recorded on the OST. If a student withdraws from a course after 5 instructional days following the issue of the first report card, the withdrawal is recorded on the OST by entering a "W" in the "Credit"

column, and the student's mark at the time of withdrawal is recorded in the "Mark" column. Formal reports will be issued in January and in June.

Students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course.

ONTARIO STUDENT TRANSCRIPT and ONTARIO STUDENT RECORD

The Ministry of Education and Training has developed the Ontario Student Transcript to be used throughout Ontario, to provide uniform information for all students, parents, post-secondary institutions and employers.

Courses from Grades 9 – 12 are identified and recorded on the transcript by the Ministry of Education and Training course title, the course code, and the credit value. A student's highest achievement is recorded for all Grade 9 and 10 courses. In grade 11 and 12 courses, the transcript reveals all courses taken or attempted and the achievement obtained (full disclosure).

Every student in Ontario has an Ontario Student Record (OSR), which is kept by the school the student is attending in Ontario. The OSR contains all report cards for the student, and may contain a documentation file. Every student and his/her parents(s) have a right to access the student's OSR, which is kept within the building.

COURSE CODES

All courses from Grade 9-12 are identified and recorded on the Ontario Student Transcript by the Ministry of Education course codes. Grade 7 and 8 courses are similarly designated for purposes of clarity.

Grades 7-11 Courses:

The first three characters of the Common Course Codes are assigned by the Ministry and represent the discipline, the subject and the course. The fourth character represents the grade level, and the fifth represents the course type. In **Grades 7 and 8**, we assign our own grade level and course type code, where the grade is indicated as **7, 8** or **E=Enriched** (combined 7/8), and the course type is **F=Foundation**. Grades from 9 through 12 are designated as 1, 2, 3 and 4 (1 being grade 9, 2 grade 10, 3 grade 11, and 4 grade 12). **D** indicates academic course type, and **O** open course type (used for non-academic courses).

For example:

ENG 1D is read as:
ENG = English
1= grade 9
D= Academic stream

AVI 20 is read as:
AVI = Visual Arts
2 = Grade 10
O = Open stream

MAT EF is read as:
MAT = Mathematics
E= Enriched (7/8)
F= Foundation

Grades 11-12 Courses:

Course codes indicate the subject, the grade and the level of difficulty.

U = University Preparation for 11 and 12 courses

M=University/College Preparation.

The Dragon offers no Open stream courses in the senior grade levels.

For example:

ENG 3U is read as:

ENG = English

3 = Grade 11

U = University Preparation (level of difficulty)

ADA4M is read as:

ADA = Dramatic Arts

4 = Grade 12

M= University/College
Preparation

All courses offered at The Dragon Academy for Grades 11 and 12 are at the College/ University Preparation or University Preparation levels, leading to university entrance.

The courses offered at The Dragon Academy have been developed in compliance with the requirements of the Ontario Ministry of Education and Training.

Detailed **Course Outlines** (outlining planned units, expectations, teaching strategies and assessment) are available in the Registrar's office.

ATTENDANCE POLICY

Regular attendance at school is critical for all students' learning and achievement of course expectations. The importance of classroom time at The Dragon Academy is increased by the accelerated and enriched nature of our programme. We are also committed to ongoing formative evaluation, and attach great importance to collaborative work in class, and to the learning process, not only to demonstration of content known.

All students are required to be in full attendance on all scheduled school days. In the case of illness, a note dated and signed by the parent or guardian is required on returning to school. Where, in the judgement of the Principal, a student's successful fulfilment of academic goals is jeopardised by absences, lateness or poor behaviour, a meeting will be called with the student and his or her parents to raise the potential consequences, and to discuss steps for improvement. Failure to improve may result in the loss of credit, suspension or expulsion.

PROMOTION POLICY

A credit will be earned in a subject with a minimum mark of 50 % on the June report. Less than 50 % in any subject on the June report is a failure in that subject and a credit is not earned.

Failure to earn a credit in a subject will require consultation to determine the best course of action for the student. Mandatory outside tutoring may also be recommended. A mark of less than 65% may lead to the student being required to repeat material or seek tutoring, and to demonstrate improved comprehension.

CURRICULUM

“Nothing in life is to be feared. It is to be understood.”

–Marie Curie.

The Dragon Academy does not encourage students to close doors or decide prematurely that they are weak or poor students in any important area of study. We encourage a breadth of studies. Most people have a panoply of strengths, some unknown or unexplored. The Dragon Academy allows students to discover what they can do, what interests them, what they can make of themselves, the best foundation for deciding how to conduct their lives.

We believe that knowledge across fields enriches our lives as well as our schooling. All students explore English language and literature, mathematics, science, history, French, art, music, drama, physical education. Individual programmes will be chosen by each student in consultation with the Principal from our course offerings.

What follows is an introduction to the principles of our curriculum, followed by a detailed listing of course offerings, organised by grade level.

**There are four keys to our innovative curriculum:
integration, museum based learning, artistic cognition and conceptually
structured maths and sciences.**

WHAT DO WE MEAN BY INTEGRATION?

The underlying philosophical concept is that all knowledge is linked, that finally, however convenient it may be, we cannot simply tidy up our knowledge into separate levels and discrete subject fields, and safely drop those which do not engage us. The best education makes connections across subject fields and progressions, allows ideas and concepts to resonate across levels of difficulty. The best teacher is truly curious, one who asks questions, senses relations, and encourages conceptualisation rather than simple absorption of facts. Therefore, the Dragon Academy curriculum is thoroughly integrated.

First, there is an integration across all years of the curriculum. This is more than simple mastery of pre-requisites (e.g., to understand Grade XII French requires that you complete Grade XI French first). There are cross points between all the grades, recurrent subjects, themes and concepts, and the opportunity to return to and to re-examine critical material. This is accomplished through an organic, developmentally progressive structure. The core of this thematically presented developmental knowledge is presented in our English classes, through the exploration of these themes in literature.

Second, there is an integration across all subjects of the curriculum. Concepts in maths, sciences, languages, history, the arts, physical and health education are drawn together, integrated into the study of other subjects. This is accomplished using history itself as the integrator, and through linking each year's curriculum to central themes, questions and concepts. The core of this historically unfolding knowledge is presented at the beginning of the Grade IX year, with an integrated unit in world history, which establishes a time line of crucial, revolutionary moments in the history of ideas. This historical framework is broken down into different historical eras, apportioned one to each of the years of the programme, then carefully filled in with intensive study.

To teach in such a programme, we must be aware of the connections which lead out from our specialised subject, we must understand them, and care about them. We must have a passion for our own field, and for learning itself. We must be willing to teach our fellow teachers, and to keep them informed on an ongoing basis of what we are doing within our subject classroom. We must be willing to step into each other's classrooms, to provide integration of our specialised subject within the context of another's.

WHAT DO WE MEAN BY MUSEUM BASED LEARNING?

Museums provide a rich setting for learning. They are treasure houses of objects collected because they are rare, curious, or representative. All museums have research as well as display collections, groupings of multiple examples of a type of object. Museums have curators, persons who oversee the collection,

interpretation and ordering of objects in a subject area in which they are particularly knowledgeable. And museums have a mission to educate as well as to preserve and exhibit.

Most students go to museums either for recreational programmes or field trips. Preparation is too often rudimentary, groups are usually large and diverse in interest, what is viewed frequently pre-selected by someone in authority, and the path of the visit predetermined, often more closely linked to the museum layout than to any intellectual ordering of objects. Such use of the museum is more like window-shopping or pre-packaged tourism.

But museums are stocked with objects which can be personally experienced and directly observed, and thus are natural settings for active, individual learning. Being museum-based means that our students visit museums with unusual frequency, examine the collections with a rare intensity, and know them (and what they have to teach) with an uncommon intimacy.

So, for example, our students will not begin a unit of study on ancient Egyptian culture with a chronological table or a textbook chapter detailing the Palaeolithic settlement of the Nile valley, but with the Palaeolithic tomb, which is displayed in the ROM. We will enter the living world of ancient Egypt through the world of the dead. Students and their teachers will know every object this tomb contains, what scholars think those objects were used for, and ponder which modern objects are like the ancient ones. We will know the position of the body, wonder about its peculiar placement on its side, and why scholars think it was curled up that way. We will research the climate, and what effects it had both on the life of the ancient Egyptians, and on the preservation of their remains. We will inquire into what this tomb tells us of Egyptian social life, religion and science, and try to understand its similarities and its differences with our own culture.

Prepared for what we will see, we will visit the ROM, and pore over the Palaeolithic tomb exhibit. Unlike most visitors to this gallery, we will be happily absorbed for a considerable length of time. With the actual bones, pottery and beads before us, objects about which we know so much, we will imagine the inner experience of the ancient Egyptians who buried this person. And when we have looked our fill, and talked over our discoveries and thoughts with each other, we will meet with the curator to ask questions, be guided in the examination of other, related objects from the museum's research collection, and come up with new answers, and new questions, perhaps necessitating another visit to that tomb.

This is the life of the mind. The creative and innovative person, in any field of endeavour, is one who solves problems, makes things, and poses new questions. This is how leaders in the academy, the arts and business actually work. Not surprisingly, the sooner we begin working like this, the more adept we become.

WHAT DO WE MEAN BY ARTISTIC COGNITION?

At the heart of the Dragon Academy is a vision of a rich situation for learning, where students, and their teachers, can easily and naturally move amongst different forms of cognition, of knowing, using different facets of their intelligence.

The attitude of our culture towards the arts is very peculiar. We view the arts as pastimes, frills, not as serious and essential subjects. And this is reflected in the way that the arts are presented in schools. In the early grades there is great permissiveness. Kindergarten students are given inviting materials and encouraged to do what they please. They sing loudly, they dance around the room as the spirit moves them, they act out. There is little in the way of adult modelling, instruction, art history or aesthetics, no training in perception. As the child progresses through primary school, the arts are gradually crowded out of the curriculum, and free expression is replaced by more mechanical exercises: map-making, the study of dramatic texts, ensemble playing in music.

By high school, the arts have become options-- only one credit in the arts is required for graduation with an Ontario High School Diploma. And even for the student who has a special interest in, or aptitude for, the arts, the emphasis is narrowed to production. Dance often disappears altogether, drama is focused on the formal production of plays, visual arts are oriented towards the making of works, and music is centred on learning and playing pieces.

At the Dragon Academy, we conceive the arts as core subjects, like mathematics, the sciences, language. We do not believe that a person can have received the basics of a good education without developing the ability to perceive and understand the artistic experience along with verbal and mathematical skills.

For this reason, the arts form part of our recommended curriculum. In each year, Dragon students take visual arts, music, dramatic arts, and find dance integrated into their physical education studies. These courses marry performance or production with the development of skills in looking at works of art, in understanding the artistic process, in grasping the historical, philosophical and cultural conditions of the arts.

We have not forgotten that the strongest interest of the young is in doing original work. To accomplish this, we work in the arts through two basic modes. There are **modular projects** in all arts subjects, in which students form a partnership with a professional leader, to develop productions together. Students build their own **individual portfolios** in all their arts subjects, which are not mere collections of completed works, but an amalgamation of the student's own efforts with text, research, illustration, meditation and evaluation, assembled by each student in a scrapbook like format. They preserve the process of developing artistic knowledge, and act as repositories for the student's discoveries.

INTEGRATED PROGRESSIVE SCIENCE PROGRAMME; MATHEMATICS AND THE SCIENCES AT THE DRAGON

The recommended programme at the Dragon Academy includes Mathematics up to Calculus, and the three critical branches of Science -- Biology, Physics and Chemistry through the senior level. We reason that these disciplines embody distinct modes of thinking about and knowing our universe necessary for a balanced intelligence, and crucial for basic citizenry and participation. You cannot really take part in the modern world without scientific and mathematical literacy. By careful teaching, we dispel the myth of their difficulty.

Mathematical and scientific knowledge have grown organically, moulded by revolutionary discoveries and the concepts that led to and sprang from these discoveries. Each of these great concepts necessitated the re-evaluation of accepted knowledge, admitted new problems for scrutiny, and transformed the ways we conceived of the world.

The best scientists seek the truth but know that one day they may be shown to be wrong. The true scientific attitude, as Stephen Toulmin has suggested, is "that a person's rationality is displayed in how his or her beliefs change in the face of new evidence or experience". Science progresses through conjectures and refutation. We invite our students to discover the best reasons available, in place of the passive acceptance of established facts.

We look at the historical frames for past discoveries, and we attempt to perceive and clarify our own contemporary paradigm. In so doing, we free students from the tyranny of scientific authority, and so release areas of art and critical interpretation.

We believe that the right education allows students to explore the unity of knowledge, to understand the history of ideas. In the process, they will create an interior culture for themselves, owning what they learn. They will practise, and gain skill, in disciplined inquiry, and through it discover the true and proper rewards of learning-- not grades, not admissions, but excitement and confidence.

Courses Offered in 2009-2010

Form I (Grade 7/8)

Art
 Music
 English
 French
 History
 Mathematics 7 & 8
 Physical Education
 Science

Form II (Grade 9)

Art	AVI10
Comprehensive Arts	ALC10
English	ENG1D
French	FSF1D
History	CHC2D
Mathematics	MPM1D
Physical Education	PPL1O
Social Science	CGC1D

Form III (Grade 10)

Art	AVI2O
Music	AMU2O
English	ENG2D
French	FSF2D
History	CHW3M
Or	CHC2D
Math	MPM2D
Spanish	LWEAD
Physical Education	PPL2O
Science	SNC2D
Social Science	HRT3M
Or	CHV2O
And	GLC2O
Latin	LVLAD

Form IV (Grade 11)

Art	AVI3M
French	FSF3U
English	ENG3U
History	CHW3M
Computer Science	ICS3U
Math	MCR3U
Music	AMU3O
Physical Education	PPL3O
Science	SBI3U
OR	SCH3U
Social Science	HSB4M
Or	HRT3M
Media Studies	ASM3O

Form IV (Grade 12)

English	ENG4U
English	ETS4U
Math	MCV4U
Science	SPH4U
And/or	SCH4U
And/or	SBI4U

SCHEDULE

About the Schedule:

School begins at 8:45 a.m. and ends at 3:30 for all students. Each day is divided into four 75 minute course blocks, and the timetable rotates courses daily, on a 2 week roster, so that each course will meet twice in week 1 and three times in week 2 (a total of 6 hours 15 minutes per course biweekly). There are 194 school days per year.

Daily Timetable:

8:45-9:00 Morning assembly
9:00-10:15 Class
10:10-10:25 BREAK
10:25-11:40 Class
11:40-12:30 LUNCH
12:30-1:45 Class
1:45-2:05 BREAK
2:05-3:20 Class
3:20-3:30 Organisation
3:30 DISMISSAL

DRAGON ACADEMY REQUIREMENTS

The Dragon is a community of learners. Full-time attendance at The Dragon engages our students in all aspects of our programme, and builds a disciplined approach to study. **Dragon students must take 8 courses per year.** Students who wish to vary this course-load must apply to the Principal for permission. Requests will be reviewed on an individual basis.

It is our belief that students should take courses in all major fields of study. There are two reasons for this. The first is that we feel that certainly at the high school level, these are all essential areas of knowledge. You will not be able to function at full capacity if you avoid or drop any of these subjects at so early a stage. The second reason follows the same principle as being served unfamiliar food: you cannot tell if you will like it, if you don't try it.

Accordingly, **all Dragon Academy students fulfil breadth requirements in addition to the OSSD.** Dragon student are required to take at least 3 additional arts and/or language credits, one senior history and one senior science. They

must also take at least 4 of their 8 grade 12 credits in each of the following disciplines: Arts, Canadian and World Studies, Social Sciences and Humanities, and Math, Science and Technology.

All courses offered at The Dragon Academy have been grouped in the following three categories: **progressive** (courses which build on materials mastered at the level immediately below, as Math 10 relies on knowledge and skills perfected in Math 9); **integrative** (courses which present the central focus, given historical period and key developmental issue for each grade level), and **project based** courses, which are the central laboratories for our whole school projects, such as our year-end performances.

Progressive Courses

These classes build on the materials covered in the previous level, and hence have that level as a pre-requisite unless waived by the Principal.

Math: from Foundations to Calculus

Science: from Foundation Topics through senior Biology, Chemistry and Physics

Languages: from “my name is” through Literature and Culture Studies

Integrative Courses

These courses present the thematic material which enables cross-subject and cross-year integration.

English: readings are chosen to reflect a developmental psychological task as well as the historical period studied in that grade level

Canadian and World Studies (Including History and Geography): each grade level is integrated around a particular historical period and geographical focus

Social Sciences (Including World Religions, Anthropology, Psychology and Sociology, Law, Philosophy): these courses explore central ideas which are linked both to that grade level’s historical period and its psychological developmental themes.

Project-based Courses

Many of the integrative and whole school projects, including the year-end performance, are rooted in students’ work in arts and physical education.

Visual Arts/Media Arts

Music

Dramatic Arts

Physical education

Transition into Secondary School

In Grades VII, VIII and IX, the foundation years, emphasis is placed on the acquisition of the skills of the independent learner: organisation, questioning, research and study. Each student works with his or her **individual teacher/mentor**, who provides guidance and support throughout the duration of the high school programme.

In Grade X, students will fulfil the requirements for their Civics and Career Studies courses.

For each grade level, we list the topics which allow integration across the disciplines (under “**Integrated Curriculum Topics**”). In the same section we give a grade by grade listing of subjects with their Ontario Ministry of Education course designations.

Course descriptions are organised in a separate section under subject heading, in progressive levels, and with their Ontario Ministry of Education course designations.

DRAGON INTEGRATED CURRICULUM TOPICS

2009-10 SPIRAL CURRICULUM INTEGRATIVE THEME

Each year we construct a topic which informs The Dragon Curriculum across all grade levels. This theme is explored through whole school projects, such as the year end play, through participation in key cultural events in the city of Toronto, and academic studies individualised to be appropriate to each grade level. The spiral curriculum integrative theme for 2009-10 is “Climate Change: Creation of a New Era?” Students in all grades will explore this theme of finding a reasonable, carefully argued approach to climate change as the major powers are working towards the Copenhagen agreement, a new world-wide accord on global warming. The topic will inform their studies in the sciences, social sciences and history, enlivened through the Green Dragon project, and through our construction of a green wall under our grant from the AKC Foundation. It will be extended through their work on the year-end play, and creative projects of all kinds, including studies in ecology.

GRADE VII/VIII (FORM I) INTEGRATED CURRICULUM TOPICS:

Grade VII centres on the ideas of reason and free will. The integrative historical period for 2009-10 is the Age of Exploration. The integrative literary theme, drawn from developmental psychology, is the conflict between the will to autonomy and feelings of shame and doubt. The philosophical issues centre on concepts of Reason and Free Will.

1. Introduction – the myth of discovery
2. The Primitive
3. The Arrival of the “White God”
4. In the anthill there is no free will
5. The Peculiar Institution – Slavery and its effects
6. Assimilation as salvation.
7. The other side of the story- aboriginal accounts of European invasion

Conforming to Ontario Curriculum Grades 1-8

Language Arts 8 (ENG8F)
Mathematics 7 and 8 (MATEF)
Science 8 (SNC8F)
History of the Age of Exploration (CHY8F) incorporating Fundamental Skills
French 7 (FSF7F)
Health and Physical Education (PPL7F)
Music (AMV7F) incorporating work in performance
Visual Art 8 (AVI8F)

GRADE IX (FORM II) INTEGRATED CURRICULUM TOPICS:

Conceptually, Grade IX centres on rules of evidence, the practical imagination and technological utility. The integrative historical period is the Victorian. The integrative literary theme, drawn from developmental psychology, is the tension between industry and fears of inferiority.

1. Introductory history unit – the longest-reigning English monarch (1837-1901)
2. The Rising Tide of Democracy
3. A New Sense of Time
4. Progress?
5. Darwin and the Crisis of Faith
6. Imperialism and Insularity
7. Machines, the Spirit of Man and the Redemptive Power of Art

Conforming to Ontario Secondary School Diploma (OSSD)

English 9 (ENG1D)
Principles of Mathematics 9 (MFM1D)
Science 9 (SNC1D)
Canadian Geography (CGC1D) incorporating historical material
French 9 (FSF1D)
Health and Physical Education (PPL1O)
Comprehensive Arts (ALC1O)
Visual Arts (AVI1O)

GRADE X (FORM III) INTEGRATED CURRICULUM TOPICS:

Grade X centres on training powers of observation, on issues of the modern world, and on opposition & struggle. The integrative historical period is the modern, from a North American perspective. The integrative literary theme, drawn from developmental psychology, is the tension between initiative and guilt.

1. Introduction to human history: construction of a time line punctuated by Kuhnian hot spots
2. Is history progressive or cyclic?
3. Equity versus excellence
4. Reason and perfection
5. Liberty versus order.
6. Justice and public faith: by the people or for the people?
7. The impatient heart--the repudiation of gradual reform by revolutionary fervour.

Conforming to Ontario Secondary School Diploma (OSSD)

English (ENG2D)
Principles of Mathematics (MPM2D)
Science (SNC2D)
Health and Physical Education (Healthy Active Living Education) (PPL20)
Spanish (LWEAD)
Music (AMU20/3M)--Language and History of Music
Visual Arts (AVI2O/3M)
Career Studies (GLC2O) and Civics (CHV2O) OR World Religions (HRT3M)
Anthropology, Sociology, Psychology (HSP3M)
Latin (LVLAD)

Grade XI (FORM IV) INTEGRATED CURRICULUM TOPICS:

Grade XI centres on training powers of analysis, on the invisible and the source, above all on the quest. The integrative historical period is broad (from ancient civilisations through the sixteenth century), from a global perspective. The integrative literary theme, drawn from developmental psychology, is the opposition between the search for identity and role confusion.

1. Introductory history unit--the roots of modern concepts in Greek thought
2. The idea of order in the ancient cultures/cosmology
3. The gods as natural, psychological & social powers
4. Destiny or Fate
5. Dionysian versus Apollonian
6. The Republic
7. From religion to philosophy

Conforming to Ontario Secondary School Diploma (OSSD)

English (ENG3U)
Mathematics--Functions and Relations (MCR3U)
Chemistry 11 (SCH3U) OR Biology (SBI3U)
World History to the Sixteenth Century (CHW3M)*
Introduction to Anthropology, Psychology, and Sociology (HSP3M) OR World Religions (HRT3M)*
French (FSF3U)
Health and Physical Education (PPL30) (Healthy Active Living Education)
Latin (LVLAD)
Media Studies (ASM3O)
Visual Arts (AVI3M)
Computer Science (ICS3U)

GRADE XII INTEGRATED CURRICULUM TOPICS:

Grade XII centres on training powers of synthesis, on the human being and Humanism. The integrative historical period is broad (from ancient civilisations to the present day), from a global perspective. The integrative literary theme, drawn from developmental psychology, is the tension between the need for intimacy and the fearful retreat into isolation.

1. Freedom and necessity
2. Individual salvation
3. The ties that bind: monasticism, religion and cosmopolitanism
4. Curiosity and Travelling: crusading, exploring and colonising

5. The visible and the invisible worlds
6. Immortal longings and the dance of death
7. What a piece of work is man

Conforming to Ontario Secondary School Diploma (OSSD)

Grade XII course codes will be:

English Grade 12, University Preparation (ENG4U) OR Studies in Literature (ETS4U)*

Advanced Functions (MHF4U) OR Calculus and Vectors (MCV4U)*

Chemistry Grade 12, University Preparation (SCH4U)* OR

Physics Grade 12, University Preparation (SPH4U)* OR

Biology Grade 12, University Preparation (SBI4U)*

World History to the Sixteenth Century (CHW3M)*

Health and Physical Education (PPL4O) (Healthy Active Living Education)

Visual Arts (AVI3M)

* **AP Stream:** Students in these courses may elect to prepare for and take the Advance Placement exam.

NB: Students wishing to take AP exams must submit an application to the principal at the beginning of the school year, and participate in all AP study group sessions in the subjects chosen.

COURSE DESCRIPTIONS

THE ARTS

"An artist is the magician put among men to gratify – capriciously – their urge for immortality."

-- Tom Stoppard

NB: The most advanced senior level arts courses are by Ministry guidelines offered as "M"=University/College Preparation course types. At The Dragon we teach these courses as if it were possible to grant a University Preparation designation.

COMPREHENSIVE ARTS

ALC10

Prerequisite: None

This course integrates three or more of the arts (dance, dramatic arts, music, visual arts) and examines the similarities and differences among these disciplines. Students will learn specialised arts vocabulary while investigating traditional concepts, stylistic elements, and principles unique to the various arts, as well as applications of new technologies.

DANCE

"Movement does not lie."

--Martha Graham

ATC10 (not offered in 2009-2010)

Prerequisites: none

The course emphasises the basic movements or one or more world dance forms (e.g. Tango Argentina, Flamenco) and the scientific and safety principles related to dance. Students will create movement vocabulary for dance compositions, express themselves through movement, and investigate the historical and cultural development of dance with particular regard to the influence of Spanish culture. They will also learn about creative influences on dancers and choreographers, and the role of criticism in the art of dance.

ACT20 (not offered in 2009-2010)

Prerequisites: none

This course requires students to develop their dance skills and learn the theoretical basis for working with anatomical structure in executing dance movements. Student learning will include the processes that form the basis for creating dance; the historical

development of dance; students' own aesthetic appreciation of dance as they participate in dance class, rehearsals, and performances; and the specialised vocabulary of dance criticism.

DRAMATIC ARTS

"Say it, Say it, the universe is made of stories not of atoms."

--Muriel Rukeyser

There is much work in improvisation, movement and presentation. Topics drawn from the history of theatre include Greek Theatre, Commedia Dell'Arte, and the literature of English language theatre. Each year a number of shorter pieces and one full-scale production are mounted.

ADA 7F (not offered in 2009-2010)

Pre-requisites: none

Grade 7 Dramatic Arts emphasises learning the physical skills needed for studies in Drama, including varieties of dance. Through exploration of dance and ritual in cultures across the globe, with special emphasis on folk and populist traditions, and the origins of drama in ritual, students learn respect for themselves and the medium.

ADA 8F ((not offered in 2009-2010)

Pre-requisites: none

Grade 8 Dramatic Arts continues and deepens our exploration of perceived versus actual physical limitation and explores the pull between naturalistic and heroic drama through the glass of Victorian melodrama and early twentieth century naturalism (e.g. Zola, Ibsen). Basic elements, principles and techniques of drama and dance; interpretation of other media through drama and dance; creation of drama pieces enhanced by technology; production of a full length play.

ADA 10 (not offered in 2009-2010)

Pre-requisites: none

Grade 9 Dramatic Arts emphasises the political implications of drama in history through the active exploration of dramatic forms and techniques using material from a wide range of authors, genres, cultures, and historical periods. Students acting as playwrights, performers, directors, and audience will construct, discuss, perform, and analyse drama and then reflect on these experiences to develop an understanding of themselves, the art form, and the world around them.

ADA 20 (not offered in 2009-2010)

Pre-requisites: ADA10 or by permission of the Principal

Grade 10 Dramatic Arts emphasises the religious implications of drama in history through the active exploration of dramatic forms and techniques using material from a wide range of authors, genres, cultures, and historical periods. Students acting as playwrights, performers, directors, and audience will construct, discuss, perform, and analyse drama and then reflect on these experiences to develop an understanding of themselves, the art form, and the world around them.

ADA 3M (not offered in 2009-2010)

Pre-requisites: ADA2O or by permission of the Principal

Grade 11 Dramatic Arts emphasises the clash of individual against society through the active exploration of dramatic forms and techniques using material from a wide range of authors, genres, cultures, and historical periods. Plays by Brad Fraser and Tony Kushner, as well as Marlowe's *Tamburlaine*, Shakespeare's *Coriolanus* and Wagner's *Parsifal* will provide a framework for discussing the hero in drama. Students acting as playwrights, performers, directors, and audience will construct, discuss, perform, and analyse drama and then reflect on these experiences to develop an understanding of themselves, the art form, and the world around them.

ADA 4M (not offered in 2009-2010)

Pre-requisites: ADA3M or by permission of the Principal

This course requires students to experiment with forms and conventions in dramatic literature, and to create/adapt and present dramatic works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods, and apply their knowledge of these in analysing and interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures.

ADF3M DIRECTOR'S CRAFT (not offered in 2009-2010)

Prerequisite ADA2O or by permission of the Principal

Grade 11 Director's craft emphasises the clash of the individual against society through the active exploration of interpretative and directorial theories and techniques., using material from a wide range of traditions, genres, cultures and historical periods. Students will examine the theoretical writings of Stanislavski, Artaud, Brook and others to provide them with a critical framework for practise in creating, performing and analysing their own productions, developing an understanding of themselves, the art form, and the world around them.

ADP4M THEATRE DEVELOPMENT (not offered in 2009-2010)

Prerequisite ADA3M or by permission of the Principal

Grade 12 Theatre Development offers advanced dramatic arts students an opportunity for active exploration of the creation of new or renewed works and the creation of a theatre troupe or repertory company, using material from a wide range of traditions, genres, cultures and historical periods. Students will examine the theatrical practises of the Russian Art Theatre, Noh, musical theatre and dance drama to provide them with a critical framework and model for practise in establishing a theatre company and creating, performing and analysing their own productions, developing an understanding of themselves, the art form, and the world around them.

MEDIA ARTS

"It is marvellous that we are the only species that creates gratuitous forms. To create is divine, to reproduce is human."

--Man Ray

ASM2O (not offered in 2009-2010)

Prerequisites: None

This course will develop students' artistic knowledge and skills by introducing them to current media arts technologies and processes. Student learning will include the analysis, appreciation, and production of media art, using a variety of traditional techniques (e.g. photography, film, photocopy art, video, analogue sound recording) and emergent technologies (e.g. computer, digital camera, scanner, multimedia, animation).

ASM3O

Prerequisites: None

This course emphasizes the development of the knowledge and skills required for the production of media art works (e.g. robo-sculpture, photocopy art, computer animation with synthesized sound). Students will develop an appreciation of the history of media arts through analysing specific works, and will create media art works using a variety of technologies (e.g. digital camera, photo-imaging software, computer-modelling software, synthesizer, videotape, multi-track sound recording).

MUSIC

“One must learn and obey the powerful, inexorable laws of music. The more constraints one imposes, the more one frees oneself of the chains that shackle the spirit.”

-- Igor Stravinsky.

AMU 7F

Pre-requisites: none

This programme immerses the student in vocal and choral literature spanning early to modern eras. Strong components are solo and ensemble performance, sight singing, musicianship, and ear training skills and vocal technique. Students also study theory, music history and appreciation, and composition. A written exam, as well, as a practical exam will be taken in December and June. Students will master basic elements of notation and theory, sing, create and perform musical compositions and multimedia work, begin critical thinking on mood, respond to music through other art forms, and attend performances.

AMU 8F (not offered in 2009-2010)

Pre-requisites: none

This programme immerses the student in vocal and choral literature spanning the nineteenth century to the early modern era. Strong components are solo and ensemble performance, sight singing, musicianship, and ear training skills and vocal technique. Students also study theory, music history and appreciation, and composition. Written exams as well as practical will be taken in December and June. Students will begin critical thinking on the “big forms “of the nineteenth century-- the tone poem, the concerto, the opera – and research the history of an instrument and the music industry and its effects.

AMU 10 (not offered in 2009-2010)

Pre-requisites: AMV F2 or by permission of the Principal

This programme immerses the student in vocal and choral literature spanning the baroque to the modern eras. Strong components are solo and ensemble performance, sight singing, musicianship, and ear training skills and vocal technique. Students also study theory, music history and appreciation, and composition. Written exams as well as practical will be taken in December and June. Students will begin critical thinking on the rule of music in the baroque era, on 20th century forms, and youth-led revolutions in popular music.

AMU 20

Pre-requisites: AMU 10 or by permission of the Principal

This programme immerses the student in vocal and choral literature spanning the ancient and early eras. Strong components are solo and ensemble performance, sight singing, musicianship, and ear training skills and vocal technique. Students also study theory, music history and appreciation, and composition. Written exams as well as practical will be taken in December and

June. The course concentrates on modal forms, formal improvisation (such as East Indian Classical Music and Jazz) and on the role of rhythm.

AMU3O (not offered in 2009-2010)

Prerequisites: Music Grade 9 or 10, Open

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results.

AMU3M

Pre-requisites: AMU 2O or by the permission of the Principal

This course explores music through the students' vocal abilities. Rudiments and theory are demonstrated in a choral situation. Singing skills such as tone production, breathing technique, choral score reading, and tonic sol-fa use are developed both individually and co-operatively. Students explore the history of music and the techniques involved in the creation of music, and think critically about the symbiosis of music and words (in lyric, opera, and sung mass). Written exams as well as practical will be taken in December and June.

AMU 4M (not offered in 2009-2010)

Pre-requisites: AMU 3M or by permission of the Principal

This programme is designed to deepen student's understanding of musical concepts through performing, listening and creative activities, and through an in-depth study of literature spanning the early to modern eras. The creation and development of independent study projects is an important component of the course. Students also study theory, music history and appreciation, and composition. Written exams as well as practical will be taken in December and June. This course centres on the Romantic and Impressionist composers, the symphonic form, the composers Mahler and Strauss, and the influence of ethnic music such as Flamenco and tango.

AEA4O (not offered in 2009-2010)

Pre-requisites: Any grade 9 or 10 credit in the arts

This course emphasizes the acquisition and application of knowledge and skills related to the creation, interpretation, and production of works involving dance, drama, media arts, music, and/or visual arts. Since students enrolled in this course will not necessarily be proceeding to post-secondary study of the arts, consideration is given to arts as an avocation, as well as a career possibility. Students will study, evaluate, create, and promote works of art and productions, and use a variety of established and experimental techniques and various technologies in individual and/or group projects. Because students come to the

course with diverse backgrounds and areas of expertise, the course begins with an exploration of the elements, techniques, and principles, common and unique, of all the arts. Following this, students experience the various arts from historical and contemporary perspectives. An original production concludes the course to provide a demonstration of skills and knowledge – students put it together and make it happen.

VISUAL ARTS

AVI7F

Pre-requisites: none

Drawing, painting, printmaking and collage are studied with an emphasis on the elements of design, and on developing skill and proficiency in execution. Historical and contemporary examples of fine art and applied design are examined in relation to all studio work. All students will work on a special project related to the school community. Topics include structures and architecture; production of architectural plans and models; identification and use of principles of design; art criticism in examining the effect of architecture; justification of personal preference; learning the language of architecture.

AVI 8F (not offered in 2009-2010)

Pre-requisites: none

Drawing, painting, printmaking and collage are studied with an emphasis on the elements of design, and on developing skill and proficiency in execution. Historical and contemporary examples of fine art and applied design are examined in relation to all studio work. All students will work on a special project related to the school community. Topics include production of 2 and 3 dimensional works; identification and use of principles of design; art criticism in examining cross-cultural and trans-historical influence; justification of the value of art; learning the language of art in reference to Academic art and its rebels.

AVI 10

Pre-requisites: none

Drawing, photography, printmaking and collage are studied with an emphasis on the elements of design, and on developing skill and proficiency in execution. Historical and contemporary examples of fine art and applied design are examined in relation to all studio work. All students will work on a special project related to the school community. Topics relate to black and white-- photography; silkscreen/ prints; 20th century art history, computer graphics.

AVI 20 (not offered in 2009-2010)

Pre-requisites: AVI10 or by permission of the Principal

Watercolour, pottery, printmaking and collage are studied with an emphasis on the elements of design, and on developing skill and proficiency in execution. Historical and contemporary examples of fine art and applied design are examined in relation to all studio work. All students will work on a special project related to the school community. Topics include the art of the ancient world (Egypt, Greece, Rome) and of non-western cultures (Africa, Polynesia, South America).

AVI3O (not offered in 2009-2010)

Pre-requisites: Visual Arts, Grade 9 or 10, Open

This course focuses on studio activities in one or more of the visual arts. Students will create art works that explore a wide range of subject matter, and will evaluate art works, providing grounds for their aesthetic judgements. They will also examine historical and cultural contexts of Western art (including Canadian art) and art from various world cultures to support their study of specific media.

AVI3M

Pre-requisites: AVI2O or the permission of the Principal.

Drawing, bookbinding, weaving and introduction to oils are studied with an emphasis on the elements of design, and on developing skill and proficiency in execution. Historical and contemporary examples of fine art and applied design are examined in relation to all studio work. All students will work on a special project related to the school community. Topics include Medieval and Renaissance art history; the Pre-Raphaelites and arts and crafts revivalists.

AVI4M (not offered in 2009-2010)

Pre-requisites: Senior studio course or by permission of the Principal.

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms, use theories of art in analysing and producing art, and increase their understanding of stylistic characteristics and transformations. Students will produce a body of work demonstrating a personal approach. All students will work on a special project related to the school community. Topics centre on Arts of the Ancient Civilisations and their influence on modern art.

ASM4M (not offered in 2009-2010)

Pre-requisites: Senior studio course or by permission of the Principal

The communicative and artistic uses of the photographic media will be explored by examining various photographic themes and art styles. Projects in documentary, studio portraiture, fashion and architectural photography will be assigned. Alternative and experimental photographic techniques such as cyanotype, liquid light and Polaroid image transfers will be explored. Important

works in history will be studied to enrich and complement the studio experience. Students will construct and use pinhole cameras. The creation of a portfolio is an integral part of this course. Topics relate to the history and impact of photography.

CANADIAN AND WORLD STUDIES AND SOCIAL SCIENCES

“What lies behind us and what lies before us are tiny matters compared to what lies within us.”

-- Ralph Waldo Emerson

SOCIAL SCIENCE

FUNDAMENTAL SKILLS (taught through Form 1 History in 2009-2010)

Pre-requisite: none

In this course, students will learn to develop their note taking, studying, writing, grammar, brainstorming and research skills. It is designed to prepare students for success in the high school environment by helping them to develop basic writing skills along with analytical, critical and problem solving skills. They will practise and develop methods of idea generation and critical thinking. Emphasis will be placed on organization. The students will be exposed to contemporary research in cognitive science.

CIVICS

CHV20

Pre-requisite: none

In this course, students will explore the nature and means of democratic citizenship. The elements of democracy, their foundation and evolution, will be studied through examples at the local, national and global levels. Students will contemplate the need and avenues for social change, compare various perspectives and beliefs about civic duty, and examine how decisions are made in our country. We believe that the foundation of good citizenship is critical and innovative thinking and skill in problem solving. Through participation in real and useful social projects, we hope our students will be encouraged to lifelong, active participation as citizens.

ECONOMICS

CIA4U (not offered in 2009-2010)

Pre-requisite: A Senior social science credit or by permission of the Principal
Economic prosperity remains a central pre-occupation of humanity, a reflection of our limited resources, time and effort, a major expression of injustice in the widening gap between rich and poor. How are the choices which influence economic well-being made, and how may they be analysed? Students will use economic concepts and models, as well as methods of economic inquiry, to analyse current issues and make informed choices. Topics include resources and markets, business and governmental economics, supply and demand, unemployment and inflation, international trade and protectionism, and the economics of developing nations. Students will construct a portfolio of commentaries on current economic issues.

GEOGRAPHY

GEO 7F – Patterns in Physical Geography and Natural Resources (not offered in 2009-2010)

Pre-requisites: none

In order to develop a solid foundation of the knowledge and skills required in geography, students are introduced to the concepts and methods of geographical inquiry. The effect of physical patterns on human activity is a focus for this course. Students recognise patterns as an essential concept in geography. In examining the use of resources and consequent environmental implications, students grasp the impact that technology has on natural resources. These themes are explored through the development of Canada from the seventeenth to the early nineteenth century, and the sometimes stark alternatives provided by the land use and way of life of the Aboriginal peoples and the European settlers. These differences will be linked to the differing geography of Europe and the Americas.

GEO 8F (not offered in 2009-2010)

Pre-requisites: none

In the second foundation year, the study of geography focuses on patterns in human geography by investigating population, economic systems and migration as exemplified in the expansionist and imperialist impulses of the nineteenth century. Students will explain population distribution and characteristics and investigate how human activities are affected by these patterns. They examine economic systems and the economic relationship between Canada and the global community, as well as the major types of migration and factors affecting human mobility.

CGC1D–Canadian Geography

Pre-requisites: none

This course examines the relationships between the physical, human, and economic aspects of geography by retracing the patterns of European “discovery” and settlement across the country. Students will examine resource development, our diverse geology, land form regions, climate, transportation, communication and population trends, our place within a global network, develop basic skills such as topographic map reading, graphic and research techniques.

CGW4U – World Issues: Geographic Interpretations (not offered in 2009-2010)*

Pre-requisites: CGC1D or permission of the Principal.

The primary intent of this OAC course is to provide a global perspective on contemporary environmental, economic, cultural and political issues. It begins with an overview of geographical approaches to analysing world issues. Current events and students’ concerns will help determine specific areas of study. Comparing the countries of Africa and the “G7”, students will investigate localised problems such as housing shortages, the need for a safe, reliable water supply and adequate, nutritional food, as well as the aftermath of nuclear disaster, nation/state conflict, refugees, destruction of ecosystems and global warming. The influence on the development of various civilisations by variation in the geographical conditions and environment will be researched. This course aims at increasing student awareness of the global influence of such events, and the constraints imposed by the natural world as students develop their personal world view through geographic analysis.

GUIDANCE AND CAREER EDUCATION

GLC20

Pre-requisites: none

Students need to develop personal goals in education and work, and in community participation and service. This course is meant to give them those skills, through the steps of assessing their own knowledge, skills and characters, investigation of the current economy, and trends in the workplace and job market. The course explores post-secondary opportunities, in study and in job search, helps prepare students for community-based learning, and in building the fundamental skills to manage work and life transitions. The course will lead to student-designed action plans.

HISTORY

HIS 7Fa – The Emergence of History (not offered in 2009-2010)

Pre-requisites: none

This history course introduces students to the formal study of history and contemporary studies through and investigation of the pre-historical and

mythological societies, as traced through archaeological and artistic evidence. The evolution of more advanced and literate societies will be set in the global context of earlier societies and the remaining records and traces of their beliefs and ways of life. The legacy of these earliest political, cultural, economic, geographical and historical forces form the foundation of all more advanced societies, and their study supports the orientation of the Ministry of Education towards social history.

HIS 7Fb – Emerging Canada: The Age of Exploration

Pre-requisites: none

This history course introduces students to the formal study of history and contemporary studies through an investigation of Canada's pre and post contact, in the Age of Discovery. The "discovery" and European exploration of Canada will be set in the context of world history, and the remaining records of pre-contact civilisations, and the legacy of the European settlement of the New World will be investigated. Economic, technological, geographical, political and cultural history will enrich the Ministry of Education's orientation towards social history.

HIS 8Fa – Medieval History: The European Quest (not offered in 2009-2010)

Pre-requisites: none

This history course introduces students to the formal study of history and contemporary studies through an investigation of medieval history, with a focus on the European experience. The period from the fall of Rome to the advent of the Renaissance will be set in the context of world history, the remaining records of non-European civilisations of that era, and the legacy of the expansion of Christianity will be investigated. Economic, technological, geographical, political and cultural history will enrich the Ministry of Education's orientation towards social history.

HIS 8Fb – History of the Victorian Era (not offered in 2009-2010)

Pre-requisites: none

This course explores the impact of the longest reigning English monarch (1837-1901), with a particular interest in imperialism. The course materials include studies of the formation of the British empire and its subsequent expansion and of the Darwinian revolution and those who promoted political, technological and social change in the early twentieth century. Through exploration of changes in population, economy, social structure and technology, and in a global context, students will focus on industrialisation and its effects.

CHC2D-- Canadian History in the Twentieth Century

Pre-requisites: none

In order to encourage students to think critically about the key issues facing Canada today, this course begins with exploration of the conflicts and

revolutions of Cromwell, the U. S. A., France, Russia, China and Cuba, as well as less successful revolutionary movements including the FLQ. The course explores how ideas, ideals and ideologies have been historically related, and how contemporary Canadian democracy and multi-culturalism have developed from utopian and revolutionary criticisms. Issues of interpretation, cause, and chronology will be considered.

CHW3U World History to the Sixteenth Century*

Pre-requisites: CHC2D or by permission of the Principal

This is a senior course investigating the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with particular regard to the political, cultural, and economic structures and historical forces that form the foundations of the modern world. They will apply historical inquiry, critical thinking and communication skills to evaluate the influence of selected individuals, groups, and innovations, and to present their own conclusions. The course materials cover not only political developments, but social, economic, artistic and intellectual change, as well as the rise and impact of the new cultures. This is a history of private as well as of political life, including the investigation of childhood, family life, the relation of the sexes, the life of the poor and unremarkable, and of death. Western history is set in the context of the world, and its impending "discovery".

CHA3U American History (not offered in 2009-2010)*

Pre-requisite: CHC2D or by permission of the Principal

This course examines the development of American social, political, and economic structures from colonial times to the present. Students will analyse the chronology of events and evaluate the roles played by specific individuals and groups throughout American history. Students will conduct research and analysis, and communicate, in a variety of ways, their knowledge and understanding of the country that is Canada's closest neighbour and most important cultural influence and economic partner.

CHY4U World History: The West and the World (not offered in 2009-2010)*

Pre-requisite: Any university or university/college preparation course in Canadian and world studies, English or social sciences and humanities or permission of the Principal.

The evolution of the modern age was spurred by the changed role of the state, by the spread of literacy, and the development of religion and philosophy. A chronologically ordered overview of European history from the Protestant Reformation to the present day, this course concentrates not only on the events, but on the history of ideas. Beginning with the overthrow of the Mediaeval world picture, it is a study of revolutionary ideas, in science, religion, technology, the arts, as in politics, law and social structure. We will try to

understand the forces which have propelled humanity towards its greatest successes and most tragic failures.

ASI 4U – East Asian History (not offered in 2009-2010)

Pre-requisite: Any university or university/college preparation course in Canadian and world studies, English or social sciences and humanities or permission of the Principal.

This is an overview of Chinese and Japanese history. The course begins with the classical culture and philosophy of Confucius, Daoism, and Buddhism, and introduces the compelling characters of Chinese history. The focus then shifts to the quite distinct civilisation of Japan, particularly the Shogunate of the Edo period. The course then traces the effect of imperialism and the creation of modern nation states out of the ashes of the old civilisations. Topics covered include religion, women, politics, science and technology, literature and the arts.

LAW

CLN4U –Canadian and International Law (not offered in 2009-2010)

Pre-requisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

This course explores elements of Canadian law and the role of law in social, political, and global contexts. Students will learn about the connections between the historical and philosophical sources of law and issues in contemporary society. They will also learn to analyse legal issues, conduct independent research, and communicate the results of their enquiries in a variety of ways.

SENIOR SOCIAL SCIENCES

HRT3M –World Religions

Pre-requisite: none

This course examines the nature of the religious impulse through the study of the world's great religions, ancient and "primitive" as well as contemporary and highly organised. Students are encouraged to develop tolerance and sensitivity for a wide variety of religious experiences and beliefs. The importance of the religious impulse to artistic production is studied.

HZB3O –Philosophy: The Big Questions (not offered in 2009-2010)

Pre-requisite: none

This course addresses the following questions: What is a person? What is a meaningful life? What are good and evil? What is a just society? What is human knowledge? How do we know what is beautiful and what is the connection between beauty and goodness? Students develop critical thinking skills in evaluating philosophical arguments around these questions, as well as skills in

research, and practise, of philosophical investigation in both eastern and western traditions, ancient and modern philosophies.

HZT4U: Philosophy: Questions and Theories

Pre-requisite: Any university or university/college preparation course in Canadian and world studies, English or social sciences and humanities or permission of the Principal

This course will provide students with a solid introduction to the study of philosophy. After being introduced to the principles of logic and reasoning, students will investigate the following areas of philosophy: epistemology, metaphysics, philosophy of human nature, and ethics. The eastern and western traditions, as well as the great philosophers, will be explored and compared in depth. Students will also write an independent research paper.

HSP3M: Introduction to Anthropology, Psychology and Sociology

Pre-requisite: none

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

HSB4M: Challenge and Change in Society (not offered in 2009-2010)

Pre-requisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies.

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

CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

Surely knowledge is the food of the soul.—Plato

LATIN

LVLAD

Prerequisite: None

This course introduces students to the achievements of the classical world through the study of Latin. Students will learn vocabulary and grammar essential for reading and translating classical texts. English is the language of instruction. Through a variety of enrichment activities, such as presentations, debates and dialogues, students will explore such aspects of life in the ancient world as trade, commerce, education, entertainment, and social customs while improving their language skills.

LVV4U--Classical Civilisations (not offered in 2009-2010)*

Pre-requisites: CHC2D or by permission of the Principal

This course centres on the character and history of ancient Greek civilisation, and the people who created it. It begins by exploring those cultures which underlay that of classical Greece, including Egypt, Persia, and Crete, and their legacy to Rome. The course ends with the fall of Rome. Literature, architecture, sculpture, mathematics, science, political thought and philosophy will all be presented.

SPANISH

"Every man is as heaven made him, and sometimes a great deal worse." –

Miguel de Cervantes

LWEAD

Prerequisites: None

This course is designed to enable students to begin to communicate with native speakers of Spanish. Students will use simple language and read appropriate passage for various purposes. They will explore aspects of the culture of Spanish speaking countries, including social customs and the arts, by participating in cultural events and activities involving both print and technological resources.

COMPUTERS, MEDIA STUDIES AND TECHNOLOGY

"Contrary to popular thought, technology is very humanistic."

--Marshall McLuhan

"Computers are naturally interactive. You don't watch a computer, you operate it."

Paul Hoffert.

ICS3M Computer and Information Science

Prerequisite: None

This course helps students examine computer science concepts. Students will outline stages in software development, define standard control and data structures, identify on and off line resources, explain the functions of basic computer components, and develop programming and problem-solving skills by using operating systems and implementing defined practises. As well as identifying careers in computer science, students will develop an understanding of the ethical use of computers and the impact of emergent technologies on society.

ICE4M Computer Engineering (not offered in 2009-2010)

Pre-requisite: One senior computer course or by permission of the Principal

Intended for students with an aptitude for programming and problem solving, this is an integrated computer course. The logical aspects of computer systems and a structured approach to computer problems are emphasised. Topics of study include object-oriented programming, internal circuitry, software design, societal issues and computer logic.

TDJ4M Technological Design (not offered in 2009-2010)

Pre-requisite: One senior computer course or by permission of the Principal
In this course students will explore the workings of the Macintosh computer as a design and graphics-oriented tool and gain practical experience in layout and image manipulation. Electronic imaging will use CD ROM drives, laser printers and scanners. Making a QuickTime movie will introduce multi-media applications. Students will acquire a level of skill sufficient to produce work of a high quality, invaluable in the world of business and industry computer applications. Topics include topography, single and multiple page documents, image control, colour, layout, graphic design and printing. Students in this course publish the school e-zine.

TJG4M Communications Technology (Not offered in 2009-2010)

Pre-requisite: One senior computer course or by permission of the Principal
This course integrates various media—print, graphics, sound and video—using cutting edge digital technology. Students will digitise images, sound and video, and use them to create QuickTime movies. Students will learn to use appropriate applications to prepare linear multimedia presentations, and explore the principles of digital animation. They will also create non-linear, interactive presentations, and create a CD-ROM portfolio. Students in this course will publish their materials and projects as CD-ROMs.

ENGLISH

“The words you use are like the clothes you wear.”

Northrop Frye.

The English Language is studied practically, through its use both by the student and by great authors. Writing proficiency is enhanced by process writing, by the requirement not only of numerous essays, but of corrections and re-submissions after those essays have been edited and handed back. English courses at The Dragon Academy progress year by year through the developmental issues studied by Erik Eriksson. Each year has a particular issue as its theme, and all works chosen are related to it, as well as to the year’s integrative historical period.

ENG7F

Pre-requisite: none

The theme is the inner battle between the desire for autonomy and feelings of shame and doubt. The struggle for mastery will be studied in works dealing with the theme of exploration. This year’s list includes Twain’s *The Adventures of Tom Sawyer*; Danticat’s *Breath, Eyes, Memory*, Rushdie’s *Haroun and the Sea of Stories*, Wells’ *The Time Machine* and Stevenson’s *Treasure Island*. Language studies include writing with an emphasis on form and process writing,

construction of a personal grammar workbook, work in oral and visual communication and the examination of varieties of media.

ENG 8F

Pre-requisite: none

The theme is the inner battle between the desire for autonomy and feelings of shame and doubt. The struggle for mastery will be studied in works dealing with the theme of exploration. This year's list includes Twain's *The Adventures of Tom Sawyer*; Danticat's *Breath, Eyes, Memory*, Rushdie's *Haroun and the Sea of Stories*, Wells' *The Time Machine* and Stevenson's *Treasure Island*. Language studies include writing with an emphasis on form and process writing, construction of a personal grammar workbook, work in oral and visual communication and the examination of varieties of media.

ENG1D

Pre-requisite: none

The theme is the conflict between the drive to industry and feelings of inferiority. The drive for accomplishment is studied in such works as Mary Shelley's *Frankenstein*, and Charles Dickens' *Hard Times*, along with selections of poetry, essays and short stories. Care is also taken to prepare students for the requirements of the academic essay and critical thinking.

ENG2D

Pre-requisite: ENG1D or permission of the principal

The theme is the inner division between basic trust and mistrust, and the intimation of evil. The heroic quest for redemption is studied in such works as George Orwell's *1984*, Ray Bradbury's *Fahrenheit 451*, Margaret Meade's *Male and Female*, Thomas More's *Utopia*, and Voltaire's *Candide*. Spelling, punctuation, grammar and vocabulary are not neglected, and organisation and structure are emphasised in the students' own writing.

ENG3U

Pre-requisite: ENG2D or permission of the Principal.

The theme is the inner division between the desire for, and pleasure in, autonomy, and crippling feelings of shame and doubt. Works studied will include Plato's *Republic*, Joseph Conrad's *The Heart of Darkness*, Salman Rushdie's *Midnight's Children*, Isabel Allende's *House of the Spirits*, and Arundhati Roy's *The God of Small Things*. Spelling, punctuation, grammar and vocabulary are not neglected, and organisation and structure are emphasised in the students' own writing.

ENG 4U: English Grade 12*

Pre-requisite: ENG 3U or permission of the Principal.

This course emphasizes consolidation of literacy, critical thinking and communication skills. Students explore the concept of literature as revelation. Literature has often served as a vehicle through which authors attempt to get readers to experience dimensions of reality that transcend normal experience. Works studied include *The Confessions of St. Augustine*, Boethius' *Consolidation of Philosophy*, Melville's *Moby Dick*, Conrad's *Lord Jim*, Kerouac's *The Dharma Bums* and Thoreau's *Walden*.

ETS4U: Studies in Literature*

Pre-requisite: ENG3U or permission of the Principal.

Romanticism and revolution spring from the search for identity in the face of role confusion, the search for intimacy in conflict with the loss of self. Works studied will include *Gilgamesh*, Euripides' *Bacchae*, Mika Waltari's *The Egyptian*, Lady Murasaki's *Tale of Genji*, *Beowulf*, *The Ryubaiyat of Omar Khayyam*, Tony Morrison's *A Mercy*, T. E. Lawrence's *Sweven Pillars of Wisdom*, A. S. Byatt's *Angels and Insects*, E.M. Forster's *Pssage to India*, Arundhati Roy's *God of Small Things*, Maxine Hong Kingston's *The Woman Warrior*, and D. H. Hwang's *M. Butterfly*. All these works deal with search for oneself in defining the ideal. Independent research, written and oral assignments give the opportunity for sharpening critical and creative literary skills.

EWC4U Writer's Craft-- ECR OA (not offered in 2009-2010)

Pre-requisite: ENGOA or permission of the Principal.

This advanced English course focuses on the craft of writing. Writing, including pre-and post-writing activities, takes up one-half of the course. Types of writing studied and practised may include essays, speeches, scripts, fiction, technical manuals, reports, print, radio and television journalism. Writing will be published in the school e-zine.

FRENCH STUDIES

"How are we to understand our humanity if we are content to know only a small part of one country and a tiny sample of the world's ideas?"

Mahatma Gandhi.

FRENCH

FSF 7F French--Foundation Studies (not offered in 2009-2010)

Pre-requisite: none

The grade 7 course aims to develop basic communication skills. The emphasis is on oral communication, vocabulary building, and good pronunciation. Reading skills will be developed through the study of French songs and lyrics, including

French versions of North American pop/rock, modern French poetry, and recipes. Grammar is reviewed and taught in context. Oral and written skills develop through exercises, interviews, dramatisations, and creative writing.

FSF 8F French--Foundation Studies

Pre-requisite: none

The grade 8 course aims to develop basic communication skills. The emphasis is on oral communication, vocabulary building, and good pronunciation. Reading skills will be developed through the study of French songs and lyrics, including French versions of North American pop/rock, modern French poetry, and recipes. Grammar is reviewed and taught in context. Oral and written skills develop through exercises, interviews, dramatisations, and creative writing.

FSF1D: Core French Grade 9

Pre-requisite: none

In this course, the development of the students' skills in listening, speaking, reading and writing in French on topics related to their everyday life is furthered. The curriculum encourages their discovery and appreciation of the riches of French culture. Development of vocabulary and discursive skills will continue through choices in literature from contemporary short stories, songs and poems. There will be a major integrated project using information technology and artistic expression.

FSF2D: Core French Grade 10 (not offered in 2009-2010)

Pre-requisite: FSF1D

Language knowledge and communication skills are expanded. More advanced readings and oral activities, including short texts, songs, articles, poems, and film scripts improve understanding, increase vocabulary, and strengthen question and answer skills. Comfort in conversation will increase through discussion in French of works studied. Enrichment includes French culture and history.

FSF3U: Core French Grade 11

Pre-requisite: FSF2D or by permission of the Principal

At this level, there is continued emphasis on oral expression and aural comprehension, but increasing importance is given to developing reading and writing skills including the conduct of interviews and research projects. Advanced points of grammar and language structure are studied, including the pluperfect and conditional tenses. Exposure to works of artists and authors from various francophone cultures enlarges cultural knowledge.

FSF4U: Core French Grade 12 (not offered in 2009-2010)*

Pre-requisite: FSF 3U or by permission of the Principal

This course is intended to refine language skills and extend the students' knowledge and appreciation of French language, literature and culture. Daily classroom interaction, small group oral activities and written assignments evolve from the study of various authors from different francophone cultures. An independent research project is required. The students will also be involved in a major dramatic presentation of "Contes Africains" as well as in cultural workshops dealing with African culture in francophone Africa and the Caribbean.

French Literature and Civilisation FSG4U (Not offered in 2009-2010)*

Pre-requisite: FSF3U or by permission of the Principal

This pre-university course for students with particular interest and aptitude in French examines French literature in an historical context, with emphasis on art and civilisation. Materials studied include writings of the major French authors from the Middle Ages to the present. These works will be complemented by studies in French art, architecture, theatre, cinema and modern society. This course is taught entirely in French. An issues based independent research project will be centred on an aspect of francophone Asia and Oceania.

MATHEMATICS

*"In those days I was in the prime of my age for invention, and minded
Mathematics and Philosophy more than at any other time."
Isaac Newton on his youthful discoveries.*

MAT 7F Mathematical Foundation Skills

Pre-requisite: none

This course promotes mastery of the basic operations of arithmetic, including: number sense and numeration; multi-step problem-solving); measurement; calculations of perimeter and area in two dimension; volume formulae and rectangular prisms; geometry and spatial sense; transformations; patterning and algebra; data management and probability; logic and intuition; the relocation property; signed numbers; order of operations; factors, multiples and primes; the seven number sets, and rational numbers. The content to be covered will be accompanied projects and problem-solving activities.

MAT 8F Mathematics Extended Foundation Skills

Pre-requisite: none

This course promotes mastery of the basic operations of arithmetic, including: number sense and numeration; multi-step problem-solving); measurement; calculations of perimeter and area in two dimension; volume formulae and rectangular prisms; geometry and spatial sense; transformations; patterning and algebra; data management and probability; logic and intuition; the relocation

property; signed numbers; order of operations; factors, multiples and primes; the seven number sets, and rational numbers. The content to be covered will be accompanied projects and problem-solving activities.

MPM1D Principles of Mathematics Grade 9

Pre-requisite: MAT 8F

This is a continuation of the arithmetic and numerical skills studied in Grade 7. Emphasis is on rational numbers; ration, proportion and percent; geometry and an introduction to algebra; higher level number sense and numeration, building on Grade VII skills, (including operations with fractions, brackets, exponents, algorithms; choosing appropriate methods for calculation; multi-step problem-solving); measurement, geometry and spatial sense (the circle and the triangular prism); patterning and algebra. Amongst significant problem-solving activities, students will compare experimental results with theoretical results through data management including computer applications (there will be a project on “being adolescent” conducted through the Experimental Sampling Method).

MPM 2D Principles of Mathematics Grade 10

Pre-requisite: MPM1D

This course will give students a good foundation in algebra, number theory, and geometry, including quadratic functions, trigonometric concepts, proportional reasoning and linear functions. Equation solving, statistics, and co-ordinate geometry are also studied. Various methods of problems solving are taught. The solution of problems opens true mathematical thinking and proof-grounded reasoning, in conjunction with the basics of analytic and synthetic logic, and what is calculus. Students also learn how to interpret, with a critical eye, the kinds of mathematical results often reported by the media.

MCR3U: Functions and Relations

Pre-requisite: MPM2D

The study of mathematics should create a way of thinking that involves the study of patterns, abstract systems, and the use of logical arguments. The emphasis is on both problem solving and the underlying theory. Areas of study include algebraic operations (including polynomials, absolute value equations and radical equations), relations and functions, permutations and combinations, geometry, and investment mathematics. This course places an increased emphasis on geometric mathematics and on how this field relates to algebra, solidifying essential mathematical skills. Problem solving and concept analysis are the aim of the theoretical topics taught. Areas of study include geometry, functions and relations, factoring, trigonometry, logarithms, radicals and absolute value, conic sections, circular mathematics, and statistics.

MDM4U Mathematics of Data Management (not offered in 2009-2010)

Pre-requisite: MCR3U or the permission of the Principal.

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organising and analysing 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 programmes in business, the social sciences, and the humanities will find this course of particular interest.

MHF4U Advanced Functions Grade 12 (not offered in 2009-2010)

Pre-requisite: MCR3U or the permission of the Principal

The physical world is governed by mathematics. The ideas of Newton and Leibniz are reinforced, not only as theoretical concepts, but as ideas that have practical application. This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions, broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a pre-requisite for a university programme, and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programmes.

MCV4U Calculus and Vectors Grade 12 *

Pre-requisite/Co-requisite: MHF4U or the permission of the Principal

The physical world is governed by mathematics. The ideas of Newton and Leibniz are reinforced, not only as theoretical concepts, but as ideas that have practical application. This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions, and apply these concepts and skills to the modelling of real world relationships, refining their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who will be required to take a university level calculus, linear algebra, or physics course.

PHYSICAL AND HEALTH EDUCATION

"Our bodies are our first instruments."

Martha Graham.

PPL7F Healthy Active Living Education Grade 7 (not offered in 2009-2010)

Pre-requisites: none

The emphasis is on developing an understanding of the components of health-related fitness (cardio-respiratory, muscle strength and endurance, flexibility and body composition) through techniques of self-defence. Health education topics include healthy living (eating practices, body image, self-esteem; communication and sexuality; peer pressure, substance use and abuse); fundamental movement skills (novelty dances, orienteering, basketball); active participation (regular activities for fitness; understanding of fitness; fair play and respect; safety).

PPL 8F Healthy Active Living Education Grade 8

Pre-requisites: none

The emphasis is on developing an understanding of the components of health-related fitness (cardio-respiratory, muscle strength and endurance, flexibility and body composition) through techniques of self-defence. Health education topics include healthy living (personal eating goals; healthy sexuality; local support groups; potential dangers; living skills); fundamental movement skills (variety and principles of movement explored through martial arts, formal games and dance); active participation (regular activities for fitness; understanding of fitness; fair play and respect; safety).

PPL 10 Healthy Active Living Education Grade 9

Pre-requisites: none

The emphasis is on developing an understanding of the components of health-related fitness (cardio-respiratory, muscle strength and endurance, flexibility and body composition) through techniques of self-defence. In health education, students will discuss topics including sexuality, nutrition, substance abuse, immunisation and infectious disease, and personal safety.

PPL 20 Healthy Active Living Education Grade 10 (not offered in 2009-2010)

Pre-requisites: PPL 10 or by permission of the Principal.

The emphasis is on developing an understanding of the components of health-related fitness (cardio-respiratory, muscle strength and endurance, flexibility and body composition) through techniques of self-defence. In health education, students will discuss principles of nutrition, sexually transmitted infections, public health measures including water supply and sanitation, and take a certification course in CPR.

PPL 30 Healthy Active Living Education Grade 11

Pre-requisites: PPL 20 or by permission of the Principal.

The emphasis is on developing an understanding of the components of health-related fitness (cardio-respiratory, muscle strength and endurance, flexibility and body composition) through techniques of self-defence. In health education,

students will discuss family planning and birth control, sexual decision making, and researching and evaluating health information and treatment modalities.

PLF4C Recreation and Fitness Leadership Grade 12, College Preparation (not offered in 2009-2010)

Pre-requisites: PPL 3O or by permission of the Principal.

The emphasis is on developing an understanding of the components of health-related fitness (cardio-respiratory, muscle strength and endurance, flexibility and body composition) through techniques of self-defence. In health education, students will discuss issues of importance to public health, include government health spending, the controversy over private versus public health insurance, the role of private corporate enterprise in modern medicine, and the conflicting demands of prevention and treatment.

PPL4O Healthy Active Living Education Grade 12

Pre-requisites: PPL3O or by permission of the Principal.

In pursuit of personal growth and development, this course focuses on the health and self-confidence achievable through personal fitness. Applying scientific principles, students examine and analyse the mechanics and physiology of human movement as it applies to athletic activities. The physical activity component of this course develops skills in self-defence and strength training. The emphasis is on participation and on being a good sport. The health segment includes topics related to personal wellness, including body image, self-esteem, nutrition, stress reduction, sexuality the use and misuse of alcohol, drugs, and tobacco. Basic life-saving techniques are demonstrated.

SCIENCE

"The chief object of education is not to learn things but to unlearn things."

-- G. K. Chesterton.

"In the middle of difficulty lies opportunity."

Albert Einstein

SNCEF--Science and Technology

Pre-requisite: none

Students will develop a thorough knowledge of basic concepts and skills, learning to identify and analyse problems and test solutions within a wide variety of contexts. Topics studied include: interactions within ecosystems; characteristics of and distinctions between pure substances, solutions and mixtures; introduction of particle theory; heat; the earth's crust; dynamics of geological systems and events; structures and architecture. The importance of science in society is stressed.

SNC1D: Science, Grade 9

Pre-requisites: none

In pursuit of scientific literacy, students will take an experimental approach to topics in science. This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; , atomic and molecular structures, and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity. All these strands are viewed in the context of the gains in scientific knowledge, power and prestige of the Democratic Age. The history of science is integrated in the teaching of individual topics

SNC2D: Science, Grade 10

Pre-requisite: SNC1D.

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 develop further 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. All these strands are viewed in the context of the gains in scientific knowledge, power and prestige of the Democratic Age. The history of science is integrated in the teaching of individual topics

SBI 3U: Biology 11

Pre-requisite: SNC2D or by the permission of the Principal

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of bio-diversity, 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. Students will contemplate the impact of Darwinian theory and the interrelation of evolution and climate change.

SBI 4U: Biology 12*

Pre-requisite: SBI3U or by the permission of the Principal

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. Students will contemplate global problems which may be susceptible to biological scientific solutions.

SCH3U: Chemistry 11

Pre-requisite: SNC2D or by the permission of the Principal.

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.

SCH4U: Chemistry 12*

Pre-requisite: SCH 3U or by the permission of the Principal

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 investigative 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. Students will contemplate global problems which may be susceptible to chemical scientific solutions.

SPH3U – Physics 11 (not offered in 2009-2010)

Pre-requisite: SNC2D or by the permission of the Principal.

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 sounds, and electricity and magnetism. They will enhance their scientific investigative skills as they test laws of physics. In addition, they will analyse the inter-relationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

SPH4U: Physics 12

Pre-requisite: SPH3U or by the permission of the Principal.

This course enable 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 investigative skills, learning, for example how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

No courses in **Earth and Space Science** or **Environmental Science** will be offered at The Dragon in 2009-2010.

RESPONSIBILITIES

The Dragon Academy is a community of learners which, like all communities requires guidelines to function effectively and fairly. This handbook provides an overview of these guidelines. All members of The Dragon community should take personal responsibility for understanding and upholding these expectations.

CODE OF CONDUCT

General Expectations

A healthy learning environment can only be created with the willing co-operation of teachers, students, parents and guests. At The Dragon Academy, all members of our community honour the worth of each individual member. The basis of our community is truth and respect.

All members of the community are expected to respect the property of others and of the school itself, and to make appropriate reparation in the event of damage or loss.

We assume that all students and all faculty intend to do their best in each area of school life. We hold the highest expectations for academic and artistic work, behaviour, relationships, and care for our school.

Media and Entertainment

At The Dragon Academy we attempt to refine our sensibility, to listen, reflect, and discriminate, to concentrate. We are not happy about the invasion of the Media in every corner of our lives. To protect the humanistic atmosphere of our school, we do not allow students to bring iPods, MP3 players, Gameboys, cellular phones, pagers and their ilk into the educational spaces. We urge our students to moderate their dependency on these devices and require that they be silenced and left in the lockers.

Cleanliness

All food and drink will be confined to the designated eating areas and consumed only during designated breaks and Lunch Hour.

GUM CHEWING IS NOT PERMITTED ON SCHOOL PREMISES OR DURING SCHOOL ACTIVITIES.

Students are expected to help keep The Dragon Academy neat and clean. They will make proper use of trashcans and recycling bins. They will not leave papers, wrappers, cans, etcetera behind them. Cleaning assignments may be given by the faculty and will be cheerfully carried out.

Academic Expectations

Students and faculty are expected to be present and punctual for all scheduled classes. All students are expected to come to class well-prepared and with the appropriate materials. All assignments are to be handed in on time and to the highest standards. Written assignments shall be word-processed. Students are responsible for informing themselves about work they have missed.

Plagiarism

Students will put their thoughts and ideas in their own words. They may not copy the words or borrow the ideas of others without clearly indicating the source, whether directly in the text or through footnotes and bibliography. Copying without such indication is plagiarism and will be dealt with appropriately. The acknowledgement of our debt to others is an important part of The Dragon Academy's philosophy.

Conduct

As true humanists, at The Dragon Academy we have unqualified respect for individual differences in socio-economic status, ethnic origin, gender, age, race, religion, and sexual orientation. All members of our community must always conduct themselves in a manner respectful to themselves as well as others.

Swearing, obscene or anti-social language, and any form of harassment or bullying, whether verbal or physical, are serious violations which can not be tolerated. Possession of weapons at school, or at any school related activity, is absolutely forbidden. Both students and staff have the right to learn in a supportive and safe environment.

Bullying is more than fighting. It is acting for the purpose of distressing another. People who bully intend to harm. Bullying often involves a power differential. Bullying may appear as:

- 1) Verbal Abuse-- Name calling, "making fun", or bossing may be directed towards anyone who seems "different" or threatening. Even nick-names can be abusive.
- 2) Physical Abuse--Bullying behaviour may range from bumping and pushing, through tripping and kicking, to full-scale attack. It is often

used to instil fear, guarantee silence, or extort property or promises from another.

- 3) Exclusion-- Bullies may choose shunning, ignoring, gossiping, or spreading rumours and careful “dis-inviting” to isolate an individual target from the social group.

Bullying behaviour may take place anywhere, but is most often found when an authority figure is out of sight. For this reason, it is important to deal promptly, openly and firmly with bullies. Effective strategies include:

1. Be firm, and clear. Look the bully in the eye and say stop.
2. Do not allow yourself to be drawn into a fight.
3. Seek adult help. If you are afraid, take a friend with you.
4. Keep on speaking up until someone listens.
5. Don't blame yourself. This is the bully's offence, not yours.
6. These strategies are equally important for witnesses of bullying as for victims. Those who watch and do nothing are participants in bullying.

Role of Parents:

1. Be aware of changes in your child's behaviour which may indicate school difficulties.
2. Do not encourage fighting back. Instead, promote assertiveness, self-preservation and reliance on the proper channels.
3. Notify the Principal. Do not let such situations persist without intervention.
4. Remember, your child may be ashamed and scared. Your job is to root for your child and to listen.
5. Parents who are hosting a social event must take a very firm stand against exclusion.

Substance Use and Abuse

The Dragon Academy promotes the growth of each individual. Because tobacco contains nicotine, which is highly addictive, the school environment must be free of the peer pressure, substance exchange, and addictive behaviours which smoking brings to school life. To strengthen concentration and participation in the life of the school requires that school hours and all events be smoke-free. Staff and students are also expected not to smoke near the school grounds. Smoking paraphernalia which appears in or around the school will be confiscated and parents of under-age smokers will be notified.

In addition to tobacco, alcohol, prescription, over-the-counter, and illicit drugs are all susceptible to abuse. Since we are concerned for the health and education of those in our care, we discourage any such abuse of drugs or alcohol by our students. Even weekend and vacation use may affect the quality of students' work and lives. We expect all students and faculty to commit themselves to abstaining from such abuse, and that parents will support us in this effort.

The school reserves the right to search the student's locker or personal belongings if there is reason to suspect possession with the intention to abuse. If we observe warning signs such as fatigue, difficulty concentrating or a downward slide in academic performance or attendance, a meeting with the student and parents will be held. Outside evaluation may be required.

Dealing will result in immediate expulsion.

Transportation

For safety reasons, skateboards and roller-blades must be removed before entering the school building. Bicycles are to be locked in the designated area. Students under the age of 18 must have the written permission of their parents to ride in the cars of other students. For environmental as well as safety reasons we urge our students to use the TTC.

There is a public parking lot directly behind the school building. Out of consideration for our neighbours, we ask that parents and students not block traffic on Prince Arthur Avenue, watch for pedestrians and park only where it is legal.

Telephone Use

Students are discouraged from using the school telephone. We need to keep our phone-lines free and it is difficult to take messages.

DRAGON ACADEMY DRESS CODE

Learning is a demanding activity. What we wear can be distracting, attention grabbing, or an indication that we are fooling around, or it can be comfortable, respectful, and an indication that we are serious. For this reason, students and staff at the Dragon Academy have agreed on the following dress -code.

Please wear:

- Solid colours, stripes or abstract patterns
- Respectable trousers, jeans, shorts (at least mid-thigh length), or skirts in your proper size (Please wear bicycle shorts or leggings under your short skirts).
- Sweaters or dressy sweatshirts
- Dress shirts, polo shirts, interlock turtlenecks, or plain pocket t-shirts
- Comfortable shoes or sandals

Hygiene is very important. Make sure that you shower or bathe regularly, that your hair is clean, that you wear deodorant, and that you take good care of your hands.

Please do not show up wearing:

- Torn or frayed items of any kind including cut-offs
- Slogans, ads, large logos or graphics (Something that can be hidden behind a business card is acceptable and maybe unavoidable in an age where advertisers want you to be a billboard).
- Visible underwear of any sort
- Hoods or hats, with the exception of religious head covering (your religion).
- Shirts without sleeves
- Revealing clothing (all cleavage must be under cover. Only your mother should know about your bellybutton).
- Bizarre and distracting hairstyles (Watch out for spikes).

Remember that you are going to school, not hanging out or clubbing. Something may be in, or you, without being appropriate school wear. We remind you that the Dragon Academy is a peaceful, cooperative community. Anything which might be construed as a weapon is absolutely unacceptable.

Physical Drama and Gym

You will need plain, loose clothing for physical activities; t-shirts, active wear pants. We hope you have a boring bathing suit (no two pieces please).

Shoes

Remember your own comfort and that of others. Clean socks are a good idea, and avoid bringing really stinky old shoes into the Dragon. Stilettos, thigh-high black boots, and other interesting items are not good school wear.

SCHOOL CALENDAR 2009-2010

September 8 th 2009	First Day of School
October 12 th 2009	Thanksgiving, no classes
October 20 th 2009	Open House
October 30 th 2009	Term 1 midterm
November 17 th 2009	Open House
December 17 th 2009	Mid-Winter Concert
December 21 st 2009- January 1 st 2010	Winter Break
January 19 th 2010	Open House
January 25 th 2010	Term 2 begins
February 15 th , 2010	Statutory Holiday
February 23 rd 2010	Open House
March 8 th -12 th 2010	Examinations
March 15 th - 19 th 2010	March Break
April 2 nd -5 th 2010	Easter Weekend, no classes
April 9 th 2010	Term 2 midterm
April 20 th 2010	Open House
May 24 th 2010	Victoria Day, no classes
June 14 th - 18 th 2010	Final Examinations
June 23 rd 2010	Graduation and Year End Performance Mandatory: Marked as Exam
June 28 th - July 2 nd 2010	Last chance to hand in missing work

Because our work is so intense and ranges so far beyond the textbook, we ask that students not take holidays, or book appointments, during times when school is in session.