



*Realize what's within.*

# Senior School Course Calendar and Academic Policy Guide



Since 1865

TRINITY  
COLLEGE SCHOOL

2023-2024

## Our Mission

*Developing habits of the heart and mind for a life of purpose and service*

## Our Vision

*Trinity College School will be internationally recognized for excellence in developing leaders of character, purpose and vision due to the strength of its people, programme and place.*

## Our Academic Vision

*Trinity College School offers a broad and rigorous curriculum in which students may concentrate in areas of personal interest. At TCS, education is collaborative, rich in discussion, and writing-intensive. We believe that learning is an active process that fosters habits of the heart and mind while challenging all students to communicate effectively and to think both critically and creatively.*

The foundation of a successful partnership between parents, students and the School is built on clear expectations and communication. The *Senior School Course Calendar and Academic Policy Guide* details the full course of study available at TCS, as well as policies and procedures to help students get the most out of their academic time at the School.

As our families and students appreciate, a high school diploma is only the beginning step towards achieving long-term goals of post-secondary education and career advancement. Our program is an opportunity for our students to show that they are capable of managing deadlines and completing specific tasks with integrity, which are important skills for any post-secondary program. Academic programming has been carefully designed to prepare students for the challenges of university study, and the specific courses described in this booklet, in addition to the School's emphasis upon learning skills and a personal approach to learning, reinforce the academic vision of the Senior School. We strive to provide opportunities to bring out the very best in every TCS learner by helping students balance their individual aptitudes, the requirements of the Ontario Secondary School Diploma and university admission requirements.

This is a companion document to *Life at Trinity: A Handbook for Senior School Families*; both the *Senior School Course Calendar and Academic Policy Guide* and *Life at Trinity* make essential reading for students and families attending TCS. On a day-to-day basis, students will also find a great many helpful resources about academic success in the *TCS Planner* and Edsby (<http://tcs.edsby.com>), the School's online learning management system.

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Assistant Head of Senior School - Academic Administration

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## Academic Program: Diploma, Certificates & Policies

### Academic Program Structure

The courses offered at Trinity College School's Senior School have been developed according to the requirements of the Ontario Ministry of Education. Students normally complete a four-year high school program. The School is divided into a Junior School program comprising Grades 5 to 8, and a Senior School comprising Grade 9 through Grade 12.

### Ontario Secondary School Diploma (OSSD)

In the province of Ontario students are to remain in secondary school until the age of 18 or having obtained an Ontario Secondary School Diploma (OSSD). Students at TCS are awarded the OSSD at the conclusion of Grade 12, provided they have met all the requirements outlined below for compulsory credits, elective credits, and the additional requirements including community service hours and the provincial literacy requirement.

Please see the chart on page 5 for a breakdown of the different credit requirements.

A credit is a course with 110 hours of classroom instruction. In Grades 9, 10 and 11, eight credits are awarded for the successful completion of the year. Most courses at TCS are full credit courses. Exceptions include civics and career studies, half-credit (55 hours) courses in Grade 10. As part of the Grade 11 program, students are expected to take a minimum course load of seven credits and at least one Grade 12 course. In Grade 12, students generally take six credits, with a minimum course load of five credits, excluding online or e-learning courses. For entry into most universities, at least six credits must be university preparatory credits.

### TCS Senior School Academic Requirements

Trinity College School offers a broad and rigorous curriculum in which students may concentrate in areas of personal interest. At TCS, education is collaborative, rich in discussion and writing-intensive. We believe that learning is an active process that fosters habits of the heart and mind while challenging all students to communicate effectively and to think both critically and creatively. In support of these goals, TCS expects students to complete four academic criteria in addition to the Ontario Secondary School Diploma (OSSD) requirements:

	Criteria	Rationale
1	Grade 9 students are required to take the computer studies course: <b>Digital Technology and Innovations in the Changing World (ICD2O)</b>	A key competency for young people is digital literacy related to basic programming, artificial intelligence, cybersecurity and emerging digital technologies. The Digital Technology and Innovations in the Changing World (ICD2O) course introduces students to the hardware and software technologies that can support them in a wide range of fields and careers.
2	Grade 10 students are required to take a <b>second course in both international languages and the arts</b>	<p>Developing cultural and linguistic competence are important skills in a connected world. Deepening expertise in, and an appreciation of, international languages and the arts enables the development of communication and informed citizenship.</p> <p>Conversely, students who try one language or art in Grade 9 may well choose a different language or art in Grade 10, thereby diversifying the disciplines they are exposed to.</p>

3	Grade 11/12 students are required to take a <b>senior social science credit</b> (3M, 4M or 4U-level course in the social sciences department ( <i>note: BBB4M and BOH4Me do not qualify</i> ))	Taking a Grade 11 or 12 senior social science credit (which for many students happens as early as Grade 10) exposes TCS students to broader fields of human endeavour and supports the School's strategic work around equity, diversity and inclusion as well as critical and creative thinking.
4	Grade 11 and 12 students are required to take <b>non-credit guidance courses</b>	For students to make informed, thoughtful post-secondary decisions, directed time spent considering options and opportunities is essential. Grade 11 and 12 Guidance non-credit courses provide scheduled time for our students to explore the world after TCS.

If a student feels unable to complete the requirements of the TCS academic program, they should speak to their guidance counsellor, who, in consultation with the academic office, will look at requests on an individual basis.

#### **The process for exemptions:**

1. Student discusses TCS academic program exemption rationale with their guidance counsellor and, if applicable, their academic support coach
2. If the counsellor/ academic support coach agrees that this is a reasonable request given:
  - The student's academic goals
  - The student's other course selections
  - The student's wellbeing, learning profile and/or other extenuating considerations
3. They reach out with the student's course selections to the assistant head of Senior School - teaching & learning and director of guidance for final approval.

Substitution or exceptions may be made at the discretion of the School.

Other possible certificates include the Ontario Secondary School Certificate and the Certificate of Accomplishment. These certificates are not normally awarded at TCS, but are described in *Appendix D*.

<b>Requirements to earn the Ontario Secondary School Diploma (OSSD)</b> <i>18 Compulsory Credits + 12 optional credits = 30 credits total</i>	
<b>Students must earn the following compulsory credits to obtain the OSSD:</b>	
<b>4</b>	credits in English (1 credit per grade)*
<b>3</b>	credits in mathematics (1 credit in Grade 11 or 12)
<b>2</b>	credits in science
<b>1</b>	credit in Canadian history
<b>1</b>	credit in Canadian geography
<b>1</b>	credit in the arts
<b>1</b>	credit in health and physical education
<b>1</b>	credit in French as a second language
<b>0.5</b>	credit in career studies
<b>0.5</b>	credit in civics
<b>Plus one credit from each of the following groups:</b>	
<b>1</b>	<b>Group 1:</b> <ul style="list-style-type: none"> <li>English or French as a second language**</li> <li>a Native language</li> <li>a classical or an international language</li> <li>social sciences and the humanities</li> <li>Canadian and world studies</li> <li>guidance and career education</li> <li>cooperative education***</li> </ul>
<b>1</b>	<b>Group 2:</b> <ul style="list-style-type: none"> <li>health and physical education</li> <li>the arts</li> <li>business studies</li> <li>French as a second language**</li> <li>cooperative education***</li> </ul>
<b>1</b>	<b>Group 3:</b> <ul style="list-style-type: none"> <li>science (Grade 11 or 12)</li> <li>technological education</li> <li>French as a second language**</li> <li>computer studies</li> <li>cooperative education***</li> </ul>
<b>In addition to the compulsory credits, students must complete:</b>	
<b>12</b>	optional credits
✓	40 hours of community involvement activities
✓	the provincial literacy requirement
<b>N/A</b>	Two online credits per PPM 167. TCS is opting out of this requirement, please see <i>TCS Position on PPM 167 and Mandated Online Credits for the OSSD</i> on page 8.
<b>Notes:</b> * A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. ** In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. *** A maximum of 2 credits in cooperative education can count as compulsory credits.	

## **Other Diploma Requirements**

### **Provincial Secondary School Literacy Requirement**

In addition to achieving the 30 credits, all students must pass the Ontario Secondary School Literacy Test (OSSLT), which is normally administered in Grade 10. This externally adjudicated test measures a student's proficiency in Ontario curriculum reading and writing, up to and including Grade 9. It must be written, assessed by an external party and passed before a diploma can be awarded. Should a student fail the test, the student may write the test again the following year. These students will receive remediation from their English teacher prior to retaking the test.

Students with completed psycho-educational assessments on file at TCS will receive appropriate accommodations during the test through the academic support department. Normally, all students, including English Language Learner (ELL) students, will attempt the OSSLT, but in some cases a student may apply for a deferral and write in a subsequent year (the School does not provide exemptions, even for boarding students returning abroad after Grade 10 at TCS). ELL students will normally receive an accommodation of 25% extra time, but in some extreme cases 50% extra time will be allowed. Further details can be found in our ELL policy (*Appendix B*).

The Ontario Secondary School Literacy Course (OLC4O) is offered by the School to students who have failed the literacy test at least once, but require the credit in order to graduate. Normally, students in Grade 12 who have not previously passed the OSSLT will automatically be enrolled in this course, which runs within the normal timetable and is linked with one section of Grade 12 English (ENG4U). This allows students to work towards the literacy graduation requirement and portfolio alongside their required Grade 12 English credit.

### **Community Involvement/Service Learning Requirement**

Students must also complete 40 hours of community service during their secondary school careers. TCS provides many opportunities to earn community service hours and typically students will have no difficulty fulfilling this diploma requirement. On average, students should complete a minimum of 10 hours per year. As community service hours are earned, they are recorded and updated on students' reports throughout the school year.

Each December, through the program director of service learning, TCS organizes a service program called "Week Without Walls," a week of service learning outside of the walls of a typical classroom which involves various sites and includes important educational and reflective elements for students. Students and staff travel in groups to sites from Toronto to Belleville for a wide range of service initiatives including housing builds, nursing homes, food banks, animal shelters and environmental conservation centres.

In past years, students engaged in service to others have travelled overseas to provide assistance and to gain first-hand knowledge of life in the developing world. Programs are organized and overseen by the lead faculty member and logistical support is provided through the TCS travel office. The programs are organized to minimize any disruption to the normal academic life of the School. The School also offers service opportunities on a minimum of three Saturdays throughout the school year.

Please contact advisors in the event that students earn community service hours outside of TCS. Students choosing to earn hours outside of the opportunities facilitated by the School are required to obtain a form from the service learning office to be filled out by the student and activity supervisor. This form needs to be signed by the student's advisor before being returned to the service learning office. Requirements and parameters surrounding suitable service work are also included on this form, consistent with the Ontario Ministry of Education's guidelines. Aside from written verification of the details, the advisor and program director of service learning can assist with any other queries.



## Substitutions for Compulsory Credits

Occasionally, a certain compulsory credit may not be appropriate for a particular student. For instance, students coming from other countries to TCS in Grade 9 may not be in a position to take French, since most Ontario students have been taking French since Grade 4. In these cases, the School will normally substitute another language credit for Grade 9 French. To meet individual student need, up to three compulsory credits may be replaced by additional courses from the remainder of those listed as compulsory. The decision will be made by the director of guidance in consultation with the parent(s) and student. A special permission and substitution form must be completed and included in the student's Ontario Student Record (OSR).

## Waiving of Prerequisite Courses

For many courses, especially in Grades 11 and 12, a prerequisite course is required. The prerequisite course normally contains the content and skills required for the course at the higher level. However, depending on a student's background, prerequisite courses may be waived. In order for a waiver to take place, a guidance counsellor fills out the *TCS Prerequisite Waiver Form* and submits it for approval to the director of guidance, in consultation with the student and their parents/guardians. Students may also be required to complete a pre-assessment to determine whether or not they have the required background. If granted, the approved *TCS Prerequisite Waiver Form* is stored in the student's OSR.

## Prior Learning Assessment and Recognition (PLAR)

### Equivalency

The School will determine the appropriate grade entry for any student coming to TCS from outside the province of Ontario. The School's admissions committee, in consultation with the guidance department, will make this decision. The director of guidance will determine, as equitably as possible, the total credit equivalency of the student's prior learning and the number of compulsory and optional credits to be granted towards their Ontario Secondary School Diploma (OSSD). These PLAR Equivalency credits are tracked on a form kept in the student's OSR. For more detailed information about course options and conditions, please turn to *Appendix A: Course of Study* at the back of this publication.

### Challenge

Under the Ontario Ministry of Education guidelines and policies, it is possible to receive credit for prior learning. In this case, students who have already covered material in a course (and not yet received a credit for it) may ask for the opportunity to prove that they know the course material sufficiently well to earn a credit for prior learning. This applies only to courses in Grade 10 or higher. PLAR may not be used as a means of improving upon or passing a credit course previously undertaken. The process is as follows:

- A student may challenge any course offered by TCS in Grades 10 to 12.
- This process is normally initiated by a student (in consultation with the parent(s) and the guidance department) at either the end of the current school year (May or June) or at the beginning of the next school year (September). However, under special circumstances, a PLAR challenge may begin at other times of the school year.
- Once the student has petitioned the School, through the guidance department, for such a challenge, the academic department in which the course exists will apply the PLAR criteria established for that department.
- The next step includes an interview with the department head (or designate), where it is determined whether or not the student has the sufficient background to challenge the course. If the student is accepted into the PLAR program, then an administrative fee will be charged to the student's account.
- The student will then have a subsequent meeting to review the expectations as to how the prior learning will be assessed. The number of assessments will vary depending on the course, but will include a minimum of one written assignment, as well as a final exam; other forms of assessment are possible

depending on the course being challenged. As well, due dates for the assessments will be established. Normally, courses challenged in May/June must be completed by the end of September and courses challenged in September must be completed by the Christmas break in December.

- Since this challenge is based upon prior learning alone, it is the Ontario Ministry of Education's and the School's expectation that students should not expect, nor shall they receive, any instruction. Students are responsible for satisfying all of the course requirements and meeting all deadlines.
- A credit in the challenged course will be awarded if the student successfully completes the evaluation tasks with a grade of 50% or higher. The completion of a PLAR credit is documented in the student's OSR.
- A maximum of four credits may be granted through the challenge process for courses in Grades 10 to 12, with no more than two in any one discipline.

### **TCS Position on PPM 167 and Mandated Online Credits for the OSSD**

The Ontario Ministry of Education's Policy/Program Memorandum 167 (PPM 167) mandates Ontario students complete two online courses as an Ontario Secondary School Diploma requirement. While many TCS students currently meet this requirement by choice, mandating all students to complete two online courses is not well-aligned with the School's preference for a personal, face-to-face approach to secondary school education.

Accordingly, Trinity College School will formally exempt students from the two-course online learning graduation requirement and students will remain eligible to receive the OSSD. The rationale for this exemption will be included in the student OSRs.

The ability to learn and succeed in an online setting is a foundational real-world competency. TCS recognizes that the vast majority of students will complete online courses in their post-secondary academic careers and will benefit from developing the learning skills required early in their academic lives. The School recommends all students consider, in consultation with our guidance department, completing at least one online course during their time at TCS.

TCS provides a range of opportunities to aid in the development of online learning skills. The School runs a robust online Summer Academy every July, and students are able to complete a range of dynamic online courses taught via TCS's founding partnership with [eLearning Consortium Canada](#). In addition to these fully online courses, a TCS education is notable by the thoughtful integration of technology across our academic programming through hardware training, software training, computer studies courses, and the day-to-day use of our learning management system, Edsby, and other educational technology.

### **Course Changes**

Once the school year has begun, students may wish to move from one course to another. Before such a move occurs, the student must consult with their guidance counsellor and parent(s). Please be aware that course change requests may not be granted due to class size and scheduling limitations. Students must make this change before the beginning of the second eight-day academic cycle, approximately eight days after the start of the school year. Course work in the new course would be compromised if the School allowed the addition of new courses after this time.

At the start of the school year, students will receive their timetables and can speak with their guidance counsellor about any needed course changes. The deadline for changing courses (and adding a new course) is September 20, 2023, one full academic cycle of eight days.

### **Full Disclosure and Course Withdrawals**

Course withdrawals are to be done before February 13, 2024 for full-year courses. For semestered courses, the withdrawal dates are December 4, 2023 (first semester) or May 6, 2024 (second semester).

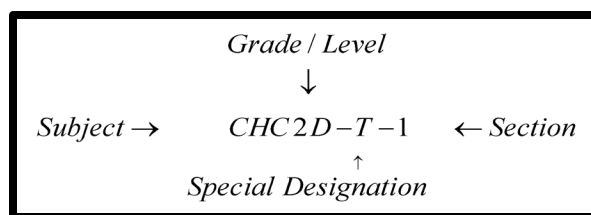
If students are in Grade 11 or 12, attempts will be recorded on the student's Ontario Student Transcript (OST) if the course is more than half completed at the time of the course drop and a "W" placed on the OST.

## Student Records and the Ontario Student Transcript

The Ontario Student Transcript (OST) was developed by the Ontario Ministry of Education to provide a common and consistent summary of a student's achievement in Ontario secondary school credit courses. TCS, in accordance with the full disclosure requirements of the Ministry of Education, will record the following on the OST: successfully completed courses; Grade 11/12 course attempts (courses not dropped prior to the published deadline); or failed courses. Each course on the OST will be recorded using the common course code and designations issued by the ministry. A student's OST is brought up to date at the end of each academic year and is retained in the guidance department; students may, however, obtain a copy of their OST upon request.

## Deciphering Course Codes

All courses offered at TCS are scheduled using codes supplied by the Ontario Ministry of Education. Please note the sample code and explanation below:



- The first three letters of the code normally refer to the subject and course. In the example above, "CHC" is the code for Canadian History. Very often the first letter of the code will indicate the subject or department and combined with the other two letters will produce a short form (or acronym) for the course. For example, "SCH3U" would refer to "Science Chemistry." Please refer to the following chart:

A – The Arts; B – Business Studies; C – Canadian and World Studies; E – English; F – French;  
 G – Guidance and Career Studies; H – Social Sciences and Humanities; L – World and Classical Languages;  
 M – Mathematics; P – Health and Physical Education; S – Science; T – Technology

- The next two digits (fourth and fifth) refer to the grade and level of the course. The numbers 1 to 4 are used to designate Grades 9 to 12, respectively. In the case of world languages, the letters A to D are used to indicate the different grade levels. The letters "P" and "D" refer to "applied" and "academic" courses, whereas "O," "M," and "U" refer to "open," "college/university prep" and "university prep" courses, respectively.
- A "special designation" may also be used. For example, "T" identifies travel or experiential learning courses; "E" identifies enriched courses and "e" designates online or e-learning courses; "A" identifies that the course is linked with Advanced Placement content.
- For the purpose of scheduling, each course code has a section number.

## De-streaming in Grade 9

- The Ontario Ministry of Education is de-streaming the Grade 9 curriculum. The core Grade 9 courses that are now de-streamed (i.e. only one level and type of course is offered to all students) include:
  - Grade 9 English (ENL1W)
  - Grade 9 Mathematics (MTH1W)
  - Grade 9 Science (SNC1W)

- In the coming year, de-streamed curricula should be released for the remaining Grade 9 courses, including Grade 9 French (FSF1D) and Grade 9 Issues in Canadian Geography (CGC1D).

The following three types of courses are offered for the remaining streamed Grade 9 courses and Grade 10 courses:

- **Academic** courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- **Applied** courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- **Open** courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

The following five types of courses are offered in Grades 11 and 12:

- **College preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
- **University preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **University/college preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- **Workplace preparation** courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.
- **Open** courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

Source: *Ontario Schools*, 2016.

## Timetable Organization

TCS offers full year courses over two terms, with the exceptions being half-credits in Grade 10 Civics and Career Studies and the semestered Grade 11 Functions (MCR3U)/Grade 12 Advanced Functions (MHF4U) combination course in Grade 11. Students will normally take a maximum of eight classes in a tumbled eight-day cycle, as shown in the table below (slightly different schedules are in place for Wednesday and Thursdays going into a long weekend or holiday). Experiential learning and extra Advanced Placement classes are also scheduled in the flex periods.

## 2023-2024

	Time\ Day	1	2	3	4	5	6	7	8	
Chapel	8:10-8:40	Chapel	Chapel	Chapel	Chapel	Chapel	Chapel	Chapel	Chapel	
Class 1	8:50-9:55	Period 1	Period 5	Period 2	Period 6	Period 3	Period 7	Period 4	Period 8	65 mins
Break	9:55 start	Break	AA	AA	AA	AA	AA	AA	AA	30 mins
Class 2	10:30 -11:35	Period 2	Period 6	Period 3	Period 7	Period 4	Period 8	Period 1	Period 5	65 mins
Class 3(Sr.)	11:40-12:45	Period 3	Period 7	Period 4	Period 8	Period 1	Period 5	Period 2	Period 6	65 mins
Lunch 1	11:40-12:20	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	40 mins
Class 3 (Jr.)	12:25-1:30	Period 3	Period 7	Period 4	Period 8	Period 1	Period 5	Period 2	Period 6	65 mins
Lunch 2	12:50-1:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	40 mins
Flex	1:35 start	Flex	Flex	Flex	Flex	Flex	Flex	Flex	Flex	45 mins
Class 4	2:25-3:30	Period 4	Period 8	Period 1	Period 5	Period 2	Period 6	Period 3	Period 7	65 mins
	3:45-5:30	Co-Curricular	Co-Curricular	Co-Curricular	Co-Curricular	Co-Curricular	Co-Curricular	Co-Curricular	Co-Curricular	

### Daytime Studies

Daytime studies provide students with an opportunity to work independently, within a supervised environment, during the academic day.

### Grades 9, 10 and 11

- At the start of the academic year, students in Grades 9, 10 and 11, with an intended free block in their schedules, are assigned to a supervised daytime study. This practice applies to all students, regardless of TCS Scholar status from the June report of the previous year.
- Students in Grades 10 and 11 who are enrolled in an online course will be placed in a daytime study during the academic year in order to establish set times when online work may be completed.
- Upon the release of the Term 2 report cards, students in Grade 11 who earned a Scholars' Award at the end of Grade 10 and have earned a place on the Mid-Year Scholars' List will be permitted to study in a location of their choosing.
- Grade 11 students who are new to TCS and who have earned a place on the Mid-Year Scholars' List may remain in their current supervised study or sign into the library.
- Grade 11 students who are returning, who did not earn a Scholars' Award in June of the previous year, but who have earned a place on the Mid-Year Scholars' List may remain in their current supervised study or sign into the library.
- Grade 9, 10 and 11 students who have not earned a place on the Mid-Year Scholars' List remain in their existing supervised study.
- *Additional note:* Students in Grade 11 with more than one study within their timetable may request permission from the assistant head of Senior School - academic administration to move one study to the library.

### Grade 12 Students

- Grade 12 students with grad privileges are encouraged to make the best use of their time.
- Grade 12 students with no grad privileges (less than 70% on the June report), and Grade 12 students who are new to TCS, must sign into library study. A Grade 12 student who earns a place on the Mid-Year Scholars' List is dismissed from daytime study.
- In addition, if a Grade 12 student runs into any difficulty with meeting online course expectations, the student may be enrolled in a daytime study at the discretion of the academic office.



### **Scholar Status and Evening Study (boarding students only)**

- The TCS Scholars' Award is only granted in June based on a completed academic year. An interim TCS Scholars' List is generated at the mid-year point following the February report period.
- Grade 12 students may earn grad privileges. It is at the discretion of heads of houses and advisors as to whether or not new Grade 12 students attend evening supervised study.
- A returning TCS student who earned a Scholars' Award in their previous year, and who earns a place on the Mid-Year Scholars' List, will not be mandated to attend supervised study.
- A returning Grade 11 student who earned a Scholars' Award in Grade 10 but does not earn a place on the Mid-Year Scholars' List will need to return to evening study until the student earns a place on the Scholars' List.
- A returning Grade 11 student who did not earn a Scholars' Award in the previous year, but has earned a place on the Mid-Year Scholars' List, will not be mandated to attend supervised study (at the discretion of the heads of house).
- A new Grade 11 student who has earned a place on the Mid-Year Scholars' List will not be mandated to attend supervised study (at the discretion of the heads of house).
- A returning Grade 10 student who did not earn the Scholars' Award in Grade 9, but has earned a place on the Mid-Year Scholars' List, will not be mandated to attend supervised study (at the discretion of the heads of house).
- A returning Grade 10 student who has not yet earned TCS Scholar status will remain in supervised study in the evenings.
- Grade 10 and 11 students who earned a Scholars' Award in the previous year are not required to attend evening study, as supported by heads of house, advisors and the academic office.
- All Grade 9 students shall remain in supervised study, regardless of TCS Scholar status.

## Academic Program: Curriculum

To see full outlines of course of study of each course offered at TCS, including unit overviews, assessment practices and best preparation guidelines, please visit [www.tcs.on.ca/courses](http://www.tcs.on.ca/courses) (current and continually updated).

To see the full Ontario Ministry of Education curriculum policy documents for courses taught at TCS, please visit <http://www.edu.gov.on.ca/eng/curriculum/secondary>.

### Advanced Placement Capstone Diploma

The Advanced Placement (AP) Capstone Diploma is a two-year program of study for Grade 11 and 12 students that focuses on critical thinking, collaborative problem solving and research skills in a cross-curricular context. The AP Capstone Diploma further enriches Ontario Secondary School Diploma course work. See further details under the Advanced Placement program section of this document, beginning on page 19.

- Grade 12 Challenge and Change in Society (HSB4UA, with AP Seminar extension)
- Grade 12 Interdisciplinary Studies (IDC4UA, with AP Research extension)

### The Arts

The study of the arts is one of the cornerstones of an excellent education and one that the arts department strongly believes is central to leading a rich and fulfilling life. Creative and imaginative thought, focussed and self-motivated personal development, adventurous and refined performance, critical and thoughtful reflection; these are attributes taught and developed through the arts but are essentials in every field of endeavour. The roles within the arts are many, from performer to consumer, but it is the department's goal to graduate young people with creative and passionate involvement in, and understanding of, the cultural life of their communities as well as refined skills in one or more arts disciplines.

The courses described below are from the three curricular disciplines offered: visual art, drama and music. All students at TCS must select an arts course in both Grade 9 and 10. Students may also select more than one in any given year as long as all Ontario Ministry of Education and TCS requirements have been met.

The courses offered by the department are as follows:

Grade 10 Instrumental Music – Beginner (AMU2OB)  
Grade 10 Instrumental Music – Advanced (AMU2OA)  
Grade 10 Guitar (AMG2O)  
Grade 11 Guitar (AMG3M)  
Grade 11 Music (AMU3M)  
Grade 12 Music (AMU4M)  
Grade 10 Visual Arts (AVI2O)  
Grade 11 Media Arts (ASM3M)  
Grade 11 Visual Arts (AVI3M)  
Grade 12 Visual Arts (AVI4M)  
Grade 12 Visual Arts – Visual Design (with AP Studio Art extension) (AWD4MA)  
Grade 10 Drama (ADA2O)  
Grade 11 Drama (ADA3M)  
Grade 12 Drama (ADA4M)

### Computer Studies

TCS recognizes that technology's power, pervasiveness and continual advances demand a rigorous curriculum to enable students to become self-sufficient, entrepreneurial, technically literate problem solvers. The computer

studies department offers challenging and innovative curriculum at all grade levels, allowing students to explore both technical and creative endeavours with technology. Students must acquire these technological skills in order to participate in a competitive, global economy and so TCS offers students the means to achieve this. All of the courses listed here make use of current software and hardware and the curriculum is constantly being adjusted to reflect changes in the rapidly evolving worlds of technology and education.

TCS recognizes that technological innovation is one of society's leading agents of change and that technology transcends social, political and economic structures. With this in mind, the department is also involved with embedding technology into the curriculum in Grades 9 and 10.

All Grade 9 students must complete Grade 10 Digital Technology and Innovations in the Changing World (ICD2O) as a formal TCS academic requirement, as outlined on page 3 of this document. The intention of this change is to ensure TCS students gain an understanding of digital literacy related to basic programming, artificial intelligence, cybersecurity and emerging digital technologies.

The courses offered by the department are as follows:

Grade 10 Digital Technology and Innovations in the Changing World (ICD2O)  
Grade 10 Digital Technology and Innovations in the Changing World (with AP Computer Science Principles extension) (ICD2OA) [+ *flex*]  
Grade 10 Communications Technology (TGJ2O)  
Grade 11 Communications Technology (TGJ3M)  
Grade 12 Communications Technology (TGJ4M)  
Grade 11 Introduction to Computer Science (ICS3U)  
Grade 12 Computer Science (with AP Computer Science A extension) (ICS4UA)

## English

The TCS English program principally aims to give students sufficient command of language and broadness of mind to think for themselves. First, students master the fundamentals of English: reading accurately, understanding basic grammar, structuring essays and speaking articulately. They improve their skills in these areas through assignments that include creative writing, regular essays, revision work, peer criticisms, précis, class speeches, presentations and debates.

In addition, they are exposed to a wide variety of literature (short stories, essays, drama, poetry, novels) representing a diversity of voices and are encouraged to think critically about the themes of these works. The program places special emphasis on independent study, group work and comparisons with related material in a variety of media.

The courses offered by the department are as follows:

Grade 9 English (ENL1W)  
Grade 10 English (ENG2D)  
Grade 10 English (ENG2DT) *Integrated with CHC2DT (travel)*  
Grade 11 English (ENG3U)  
Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices (NBE3U)  
Grade 11 English (with AP Language and Composition extension) (ENG3UA)  
Grade 12 English I (ENG4U)  
Grade 12 English (with AP Literature and Composition extension) (ENG4UA)  
Grade 12 The Writer's Craft (EWC4U)  
Ontario Secondary School Literacy Course (OLC4O)

## **English as a Second Language (ESL)**

A credit course in English as a Second Language is provided for our English Language Learner (ELL) students, with particular needs in this area of their academic program. As well, ELL students normally receive extra time accommodations of 25% in English and some other designated courses. This accommodation is allowed on assessments *‘of’* learning and exams, as well as the Ontario Secondary School Literacy Test. In some extreme cases, up to 50% extra time may be allowed. Students’ proficiency in the English language is normally determined upon their entry to TCS. The complete ELL policy is located in *Appendix C*.

English as a Second Language, Level 4 (ESLDO)

English as a Second Language, Level 5 (ESLEO)

## **Guidance and Academic Support**

The following credit and non-credit courses are offered through the guidance and academic support departments:

Grade 10 Learning Strategies 1: Skills for Success in Secondary School (GLE2O) – *permission required from the academic support department*

Grade 11 Advanced Learning Strategies: Skills for Success After Secondary School (GLE3O) – *permission required from the academic support department*

Grade 10 Career Studies (GLC2O) – *0.5 credit*

Grade 11/12 Guidance – *compulsory non-credit*

## **Health and Physical Education (HPE)**

The health and physical education (HPE) program at TCS helps students appreciate the benefits of a healthy, active lifestyle. The courses emphasize the pursuit of lifelong fitness and positive habits associated with physical, mental, social and emotional health.

TCS offers credit courses in health and physical education throughout all grade levels. Every course is presented in a manner that benefits students outside of the classroom. Course evaluation emphasizes participation, fair play, willingness to improve skill execution and the ability to apply these skills in a variety of settings.

Students will have the opportunity, during the school year, to study the Outdoor Activities (PAD3O) course beyond the classroom. This course travels through the Port Hope and Northumberland regions by foot, bicycle and canoe. The summative experience includes an overnight trip in Sandbanks Provincial Park. These adventures meet all the course expectations in a meaningful and practical way.

Health education is an integral part of the HPE courses, and approximately 20% of class time is designated for the health curriculum. A variety of health and social issues will be presented throughout the years. Students will also develop skills for problem solving, decision making and goal setting.

The courses offered by the department are as follows:

Grade 9 Healthy Active Living Education (PPL1O)

Grade 10 Healthy Living and Large Group Activities (PAL2O) – *with emphasis on hockey. Note: in 2024-2025 PAL2O will be replaced with Grade 10 Healthy Living and Personal and Fitness Activities (PAF2O)*

Grade 10 Healthy Active Living Education (PPL2O)

Grade 11 Healthy Active Living Education (PPL3O)

Grade 11 Healthy Living and Outdoor Activities (PAD3O)

Grade 12 Introductory Kinesiology (PSK4U)

Grade 12 Recreation and Healthy Active Living Leadership (PLF4M)

## Languages and Culture

As an integral part of the liberal arts program at TCS, the department of languages and culture offers courses in classical civilization and four languages: French, Spanish, German and Latin. Students may also elect to enrol in full-credit Mandarin courses online through the School's partnership with [eLearning Consortium Canada](#).

Courses in classical and international languages focus on developing the language knowledge and communication skills students will need to function effectively in the international community, both as professionals and as citizens.

Students will develop the ability to speak, listen, read and write with precision and confidence. Because language and culture are closely related, students will learn to understand and appreciate other cultures. This understanding will eventually enable students to communicate and interact effectively with people of other languages and cultures. The study of ancient and modern civilizations and languages enhances reasoning skills and the ability to solve problems. In addition, these courses equip students with skills that are essential for effective learning in other areas of the curriculum, as well as for employment and success in the global marketplace.

The department of languages and culture believes that language learning must be practical and of lasting value to our students. The languages program at TCS offers students a valuable education and the opportunity to develop a basic usable command of a second or third language that can be expanded through further study or contact with native speakers. The department uses visual aids, including the internet, and all programs are enhanced by means of the most recent computer language software.

Every two years, the department of languages and culture organizes reciprocal Grade 10 exchanges with a school in France. Foreign students and their chaperones are hosted as guests at our school, and during the March Break our students and supervising faculty travel abroad for just over two weeks.

Recently, an initiative to provide French-language students with the opportunity to obtain international recognition of their French proficiency has been added as a mandatory component to our Grade 12 Advanced Placement (AP) program. Students enrolled in the Grade 12 and AP program are expected to attempt the Diplôme d'études en langue française (DELF) examination at the end of their TCS language journey in April, to enhance and support future career and recreational opportunities.

The DELF is a diploma awarded by the French Ministry of Education to prove the French-language skills of non-French candidates. Students will have the opportunity to be certified internationally as independent users of the language upon achieving either the B1 or B2 level of certification.

The courses offered by the department are as follows:

Grade 9 Core French (FSF1D)

Grade 9 Core French (Enriched extension) (FSF1DE)

Grade 10 Core French (FSF2D)

Grade 10 Core French (Enriched extension) (FSF2DE)

Grade 11 Core French (FSF3U)

Grade 11 Core French (Enriched extension) (FSF3UE)

Grade 12 Core French (FSF4U)

Grade 12 Core French (with AP French Language and Culture extension) (FSF4UA)

Spanish, Level 1 (LWSBD)

Spanish, Level 2 (LWSCU)

Spanish, Level 3 (LWSDU)

Latin, Level 1 (LVLBD)

Latin, Level 2 (LVLCU)



Latin, Level 3 (LVLDU)

German, Level 3 (LWGDU) - *offered through PLAR to German-speaking students*

Grade 12 Classical Civilization (LVV4U) *\*Note: also a social sciences credit*

## **Mathematics**

Mathematics is a strong component of education at TCS. Essential to science and engineering, its techniques support such disciplines as geography and economics, as well as the more obvious disciplines of physics, chemistry and biology. The department takes care to develop the material not only in a logical order but also in time for the ideas to be useful across the curriculum. The lessons learned in the mathematics classroom have as much to do with abstraction and logical thinking as they do with routine solutions to classical problems. Computers are introduced not as mere classroom demonstration devices but as tools to assist the students' own explorations.

At present, most university programs in science, engineering or mathematics require Grade 12 Advanced Functions and, in most cases, Grade 12 Calculus and Vectors. Students pursuing other disciplines such as arts, business, commerce or economics in university should consider taking Grade 12 Data Management and/or advanced functions and calculus courses.

All students taking a math course at TCS are required to own a scientific calculator and to have it in every math class. Students who are enrolled in Advanced Placement (AP) Calculus and/or AP Statistics will be required to own a Ti-84 graphing calculator. While students not enrolled in an AP mathematics course may opt to purchase a graphing calculator (the Ti-84, for example), this is not a requirement. Student graphical explorations in mathematics courses will be modelled and supported through reputable online resources that come at no cost to students. Students should note that any calculator with a Qwerty (or equivalent) keypad will not be allowed during tests and exams, and that the School is not responsible for lost or stolen calculators.

Also, all students must be equipped with laptop computers. Using their computers, students will be able to access updated course calendars, lesson outlines and discussion groups using the School's online learning management system, Edsby. The new curriculum has been designed to integrate this technology into the learning and doing of mathematics, as well as equipping students with the manipulation skills necessary to understand other aspects of mathematics such as problem solving. Students will solve meaningful problems, and continue to learn new techniques in mathematics for success in university and beyond.

The courses offered by the department are as follows:

Grade 9 Mathematics (MTH1W)

Grade 10 Principles of Mathematics – Academic (MPM2D)

Grade 11 Functions and Applications (MCF3M)

Grade 11 Functions (MCR3U)

Semestered Grade 11 Functions (MCR3U)/Grade 12 Advanced Functions (MHF4U) – *taught over two course blocks in the same academic year*

Grade 12 Advanced Functions (MHF4U)

Grade 12 Mathematics of Data Management (MDM4U)

Grade 12 Mathematics of Data Management (with AP Statistics extension) (MDM4UA)

Grade 12 Calculus and Vectors (MCV4U)

Grade 12 Calculus and Vectors (with AP Calculus AB extension) (MCV4UA)

## Science

The science department integrates studies in various disciplines in sciences – chemistry, physics, biology, environmental science, and earth and space science. The department's courses are centered on the idea that science is a quest to understand the natural and human-designed world. In addition to understanding the basic concepts of science, the science program aims to foster the development of scientific literacy by providing students with the opportunity to acquire the skills and strategies for scientific investigation. Of equal importance is the goal of relating science to technology, society and the environment, in order to make the curriculum relevant to students.

Science education at TCS involves discoveries, questions, interpretations, applications and implications. Laboratory investigations, hands-on activities and demonstrations, and research-based learning and presenting form an integral part of our science courses. Such learning opportunities are designed to arouse the curiosity of the students and to afford them opportunities to discover ideas and concepts for themselves.

Students acquire the basic knowledge and learn the skills necessary to function in, and contribute to, our modern-day society. Critical thinking and problem solving are actively encouraged to prepare the students for the rapidly changing and increasingly technologically complex world. The science department is committed integrating various types of technology as a tool for inquiry and discovery learning.

The science courses for Grade 9 and Grade 10 are exploratory in nature and consist of a mosaic of biology, chemistry, physics, and earth and space sciences. The Grade 11 and 12 science courses are extensions of the Grade 9 and 10 science courses, incorporating the same goals of science and fundamental concepts. Grade 11 Chemistry, Physics and Biology are introductory courses into these disciplines, while the Grade 12 continuation of these subjects is rigorous and geared to preparing students for further studies at university. The department offers the core sciences – biology, chemistry and physics – at the AP/pre-AP level in Grade 11 and 12, as well as Grade 12 Earth and Space Science.

The courses offered by the department are as follows:

Grade 9 Science (SNC1W)  
Grade 10 Science (SNC2D)  
Grade 11 Biology (SBI3U)  
Grade 11 Biology (with Pre-AP extension) (SBI3UA) [*+ flex*]  
Grade 11 Chemistry (SCH3U)  
Grade 11 Chemistry (with Pre-AP extension) (SCH3UA)  
Grade 11 Physics (SPH3U)  
Grade 11 Physics (with Pre-AP extension) (SPH3UA)  
Grade 12 Biology (SBI4U)  
Grade 12 Biology (with AP Biology extension) (SBI4UA) [*+ lab block*]  
Grade 12 Chemistry (SCH4U)  
Grade 12 Chemistry (with AP Chemistry extension) (SCH4UA) [*+ lab block*]  
Grade 12 Physics (SPH4U)  
Grade 12 Physics (with AP Physics 1 extension) (SPH4UA)  
Grade 12 Earth and Space Science (SES4U)

## Social Sciences

TCS created the department of social sciences in an effort to acknowledge the obvious links between such disciplines as history, geography, politics, law and economics, as well as the humanities. The department offers a wide range of courses. At the intermediate level, students are required to take courses in civics, Canadian geography and Canadian history. At the senior level, students can select from a wide range of optional courses.

All of the department's courses focus on content and skills. Each course also employs a variety of learning and assessment strategies.

The primary focus of the department is to prepare TCS students for the challenges of a post-secondary education. The department also offers initiatives in experiential education. There is an optional travel education component in the Canadian history program. Students will have the opportunity, during the school year, to study the CHC2D course beyond the classroom. The course travels to Ottawa, Québec and to the battlefields and historical sites of Europe to discover Canadian history.

The courses offered by the department are as follows:

*Social Sciences – Canadian and World Studies*

Grade 9 Issues in Canadian Geography (CGC1D)

Grade 10 Civics and Citizenship (CHV2O) – 0.5 credit

Grade 10 Canadian History since World War I (CHC2D)

Grade 10 Canadian History since World War I (CHC2DT) *Integrated with ENG2DT (travel)*

Grade 11 American History (CHA3U)

Grade 11 Geography: Forces of Nature: Physical Processes and Disasters (CGF3M)

Grade 12 World Issues: A Geographic Analysis (CGW4U)

Grade 12 World History since the Fifteenth Century (CHY4U)

Grade 12 Canadian and International Law (CLN4U)

Grade 12 Analyzing Current Economic Issues (CIA4U)

Grade 12 Analyzing Current Economic Issues (with AP Microeconomics extension) (CIA4UA)

Grade 12 Canadian and International Politics (CPW4U)

*Social Sciences – Humanities*

Grade 11 World Religions and Belief Traditions: Perspectives, Issues and Challenges (HRT3M)

Grade 11 Introduction to Anthropology, Psychology and Sociology (HSP3U)

Grade 12 Equity and Social Justice: From Theory to Practice (HSE4M)

Grade 12 Human Development throughout the Lifespan (with AP Psychology extension) (HHG4MA)

Grade 12 Philosophy: Questions and Theories (HZZ4U)

*See also Grade 12 Classical Civilization in Languages and Culture section*

*Business Studies*

Grade 11 Financial Accounting Fundamentals (BAF3M)

Grade 12 International Business Fundamentals (BBB4M)

## **Advanced Placement Courses**

Advanced Placement (AP) courses are enriched, challenging courses in a variety of subjects under the administration of the College Board in Princeton, New Jersey. Each AP course at TCS covers curriculum expectations from a related Ontario Ministry of Education course and then further enriches the learning with university-level material. A standard exam for each course, set by the College Board, is written in May. The exams are generally a combination of multiple-choice, document based and free response questions. The exams are graded externally on a scale of 1 (not qualified) to 5 (extremely well qualified). A grade of 3 is considered to be a passing grade. After the AP exam, students will continue to work on Ontario course material and will complete a summative assessment in the final month of the school year. Students will earn one Ontario Ministry of Education credit for each full-year AP course successfully taken at TCS.

The AP program enables high school students to attain a high level of enrichment and acquire advanced study skills by engaging in the rigour of first-year university level academic content. Based on their academic strengths, students are encouraged to take at least one AP course during their time at TCS. AP courses offer international

prestige and they are recognized in some fashion (each university has its own policy) by over 80 Canadian universities. Based on their performance on rigorous AP examinations, students may possibly earn credit, advanced placement, or both, upon entering university. Further, American and U.K. universities often use AP results as one of their admission determinants. They expect students to have taken the most challenging courses in the program of proposed study and AP courses are highly regarded.

Students should seriously consider the following before enrolling in an AP course:

- Strong learning skills are a key component of success for students in AP courses.
- All AP **science** courses require the completion of the Grade 11 pre-AP course or the successful completion of assigned summer work.
- Students are generally limited to four AP courses in Grade 12 and no more than two in Grade 11.
- Students in Grade 9 and 10 may work towards AP Computer Science Principles while enrolled in the Grade 10 Digital Technology and Innovations in the Changing World (ICD2O) course. Beyond this option, only under exceptional circumstances may a Grade 9 or 10 student be permitted to take an AP course.
- Students with psycho-educational assessments must also apply to the College Board through the director of academic support to validate their accommodations for the AP exams in May. Students should apply early in the school year to ensure that their accommodations are in place.
- English Language Learners will **not** be provided with extra time on AP exams.
- If an AP course is offered at TCS, students must take the course in order to write that AP exam.
- Students enrolled in AP courses are expected to write the corresponding AP exams in May. Students will only be excused from AP exams under exceptional circumstances (for example, see next point).
- TCS students applying to post-secondary study in the U.K. are cautioned that some U.K. universities equate an AP mark of 5 with Ontario final course marks ranging from 80%-86%. Given this incongruence, TCS students pursuing post-secondary study in the U.K. may enrol in AP courses (as offered by TCS) without expectation of pursuing AP qualification. Thus, TCS students may be excused from writing AP examinations in May. All other curricular expectations of AP level study must be met throughout the course; these courses will be notated as ‘Enriched’ on UCAS and related correspondence. As is the case with all AP courses studied, the affiliated Ontario Ministry of Education credit (as determined by TCS) must be completed concurrently. Students pursuing Enriched study must declare their intention to their guidance counsellor and the academic office in the fall term.
- All AP courses and exams offered at TCS are listed in the following chart. For further information, please consult the TCS website under *Senior School* and then [Academics](#).

### Advanced Placement Exam Fees

Courses at TCS with an AP extension culminate with an external, standardized exam. The exams are prepared and assessed by the College Board, who sets the fees. There is an additional fee (cost-recovery only) for all AP examinations that TCS collects for payment to the College Board. This ranges in cost between \$120-\$175 CDN *per exam*.

### AP Courses/Exams Offered at TCS

Discipline	AP Courses/Exams Offered at TCS
AP Capstone	AP Seminar (enrichment to HSB4U) AP Research (enrichment to IDC4U)
Arts	Studio Art (enrichment to AWD4M)

<b>English</b>	English Language and Composition (enrichment to ENG3U) English Literature and Composition (enrichment to ENG4U)
<b>History &amp; Social Sciences</b>	Microeconomics (enrichment to CIA4U) Psychology (enrichment to HHG4M)
<b>Science, Technology, Engineering, Math</b>	Biology (enrichment to SBI4U) Calculus AB (enrichment to MCV4U) Chemistry (enrichment to SCH4U) Computer Science (enrichment to ICS4U) Computer Science Principles (enrichment to ICD2O) Physics 1 (enrichment to SPH4U) Physics 2 (enrichment to SPH4U) (AP exam only) Statistics (enrichment to MDM4U)
<b>World Languages &amp; Culture</b>	Chinese Language and Culture (enrichment to LKBDUe) (online only) French Language and Culture (enrichment to FSF4U) German Language and Culture (AP exam only) Japanese Language and Culture (AP exam only) Spanish Language and Culture (AP exam only)

*Note: All AP courses require a minimum enrolment to run*

### Advanced Placement Diploma and Scholar Criteria

Advanced Placement exams are written during the first two weeks of May. Students writing three or more exams during their high school careers are eligible for AP Scholar recognition. Each year the AP Scholars are recognized on the AP Scholars display in the lower hallway of the Fessenden Wing. The AP Scholar criteria are as follows:

- **AP Scholar:** Awarded to students who receive grades of 3 or higher on three or more AP exams.
- **AP Scholar with Honour:** Awarded to students who receive an average grade of at least 3.25 on all AP exams taken, and grades of 3 or higher on four or more of these exams.
- **AP Scholar with Distinction:** Awarded to students who receive an average grade of at least 3.5 on all AP exams taken, and grades of 3 or higher on five or more of these exams.

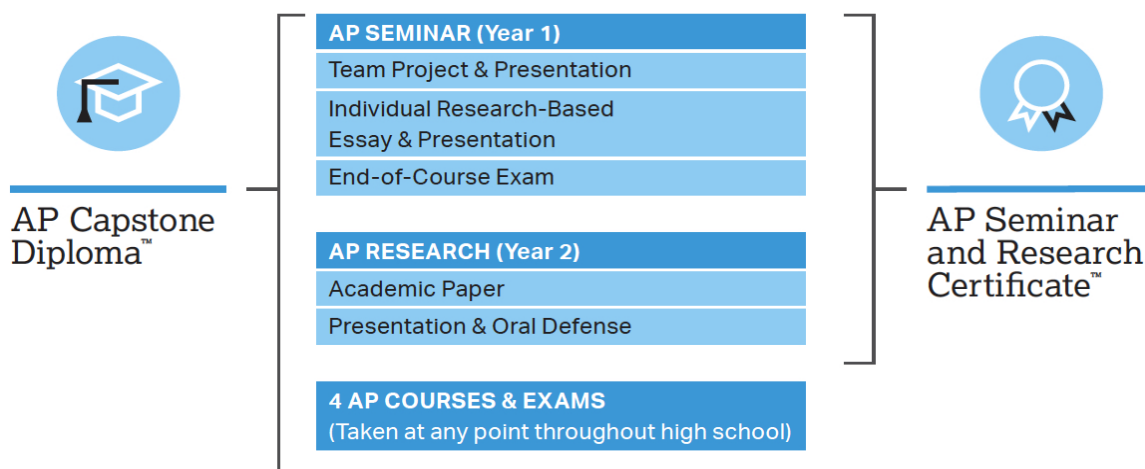
### Advanced Placement Capstone Diploma

Trinity College School was proud to be one of the first schools in the world selected by the College Board to offer the innovative Advanced Placement (AP) Capstone Diploma™, a two-year program of study for Grade 11 and 12 students that focuses on critical thinking, collaborative problem solving and research skills in a cross-curricular context. The AP Capstone Diploma further enriches Ontario Secondary School Diploma course work.

To earn the AP Capstone Diploma, students must earn scores of 3 or higher on the Grade 11 AP Seminar course, Grade 12 AP Research course and four additional AP courses/exams (see graphic on the next page). Alternatively, students may earn the AP Seminar and Research Certificate™ by earning a score of 3 or higher on these two courses alone.

The exams are graded externally on a scale of 1 (not qualified) to 5 (extremely well qualified).





### Advanced Placement International Diploma (APID)

The Advanced Placement International Diploma (APID) is a globally recognized certificate for students with an international outlook. The APID challenges a student to display exceptional achievement on AP exams across several disciplines and universities worldwide utilize the APID in admissions. The APID is not a substitute for a high school diploma, but rather provides additional certification of outstanding academic excellence. To earn an APID, students must earn grades of 3 or higher on at least five AP exams in the required content areas.

### Online Courses

TCS is a founding member of [eLearning Consortium Canada](#) (ELCC), a non-profit collaborative partnership between members of the Conference of Independent Schools of Ontario (CIS Ontario). The ELCC allows member schools to further broaden course offerings and allow students the opportunity to gain experience in online learning. TCS has a fixed number of places in ELCC courses every year, allowing students the opportunity to pursue credits that have limited enrolment or are not normally offered on campus.

Courses offered online in 2023-2024 include:

Grade 11 Environmental Sciences (SVN3Me) *[second semester only]*  
 Grade 12 Human Development throughout the Lifespan (with AP Psychology extension) (HHG4MAe)  
 Grade 12 Business Leadership: Management Fundamentals (BOH4Me)  
 Grade 12 Financial Accounting Principles (BAT4Me)  
 Grade 12 Challenge and Change in Society (HSB4Ue) *\*Note: same course credit as AP Seminar*  
 Grade 12 Data Management (MDM4Ue) *[second semester only]*  
 Simplified Chinese, Level 1 (LKBBDe)  
 Simplified Chinese, Level 2 (LKBCUe)  
 Simplified Chinese, Level 3 (LKBDUe)  
 Simplified Chinese, Level 3 (with AP Chinese Language and Culture extension) (LKBDUAe)

Students wishing to enrol in online courses must apply through the guidance department. The following guidelines and notes apply:

- Students are not permitted to take more than one online course during the academic year.
- Online courses are open to students in Grade 11 and 12. In some circumstances, a Grade 10 student may be permitted to take an online course with the permission of the academic office.
- Online courses require as much time and work from students as regular on-campus courses.

- Online course grades and teacher comments will appear on each student's TCS report card. Online course grades will be factored into TCS Scholar designations and academic awards.
- ELCC courses are not "correspondence courses" where students are left to complete the course at their own pace. Instead, students will be working through units at the direction of the online teacher with clear benchmarks and due dates.
- Online courses will have synchronous elements, i.e. set times where the class will log in to collaborative software and work together in real time. These virtual meetings will happen outside of regular class time to avoid conflicts. The online teacher will work to find times agreeable to student schedules.
- Students in Grade 10 and 11 who are enrolled in an online course will be placed in a daytime study during the academic year in order to establish set times when online work may be completed. If a Grade 12 student runs into any difficulty with meeting online course expectations, the student may be enrolled in a daytime study at the discretion of the academic office.
- Students in Grade 12 must take a minimum of five courses on campus; i.e., should Grade 12 students wish to take an online course, it must be a sixth course in their timetable.

TCS students considering an online course must speak with a guidance counsellor and weigh the pros and cons of taking a course online as opposed to one of the many on-campus course offerings. Please direct questions about online course policies and offerings to the academic office.

## **TCS Summer Academy 2023**

Summer Academy courses in 2023 will be offered online to allow for maximum flexibility for our students and families.

### **Course Offerings**

*Course Dates:* Tuesday, July 2 – Friday, July 26, 2024

*Total time:* 110 hours

*Course Offerings for 2024*

- CGC1De, Grade 9 Issues in Canadian Geography
- CHV2Oe, Civics and Citizenship (0.5 credit)
- GLC2Oe, Career Studies (0.5 credit)
- CHC2De, Grade 10 Canadian History Since WW1
- HSP3Ue, Grade 11 Introduction to Anthropology, Psychology and Sociology
- SBI3Ue, Grade 11 Biology
- MCR3Ue, Grade 11 Functions
- MHF4Ue, Grade 12 Advanced Functions
- ENG4Ue, Grade 12 English

*Note: All courses require a minimum number of students to run.*

Please contact the assistant head of Senior School - teaching & learning for applications and more information on available courses at 905-885-3217 ext. 1365 or by email at [mhealy@tcs.on.ca](mailto:mhealy@tcs.on.ca). The School's summer course offerings are posted online in January of each year and students will be made aware of the different options available.

The School also offers students the opportunity to take the Grade 12 English (ENG4U) course during the summer in partnership with Reach Cambridge. This is a hybrid course including online study as well as in-person study at Cambridge University in the U.K. Information on this program is available online at [www.tcs.on.ca/summeracademy](http://www.tcs.on.ca/summeracademy).

## **Summer School Policy**

Students who choose to do a summer school credit outside of Trinity College School which is a required course, either to graduate (e.g. Grade 12 English – ENG4U; Grade 10 Civics – CHV2O, etc.) or because it fulfills requirements toward the appropriate year level total credit count, must have the credit completed by the time they return to TCS after summer break.

This is particularly pertinent to online summer courses as some providers (e.g. Virtual High School) will allow students up to 18 months to complete a credit. While this may make sense in some contexts, it is TCS's policy that if the summer credit is not completed by the commencement of classes in September, the student will be enrolled in the equivalent course at TCS (or a different course that also fulfills requirements) until such time as a transcript with a final grade is received from the institution providing the summer school credit. At that point, the student can withdraw from the TCS course. It is the student and family's responsibility to ensure that the institution transmits the final mark to Trinity College School.

Please note that if a student is enrolled in a TCS course in September due to the incompleteness of the summer credit, the student has until five instructional days after the February report card to drop the TCS course without it appearing as a withdrawal on the permanent Ontario Student Transcript.

# The Guidance Department and Course Planning

## Overview and Mission

The primary focus of the TCS guidance department is to support every student's growth by helping them think about and plan for their future, and providing individual support for their emotional and social development. We aim to provide a safe and nurturing environment where students feel welcomed and affirmed, while working closely with parents, teachers, heads of houses and advisors to ensure a highly integrated approach to student support.

## Academic & Post-Secondary Support

Counsellors support students with things such as:

- Course selection
- Enrichment opportunities
- Summer programs
- Goal setting (personal, academic and career development)
- Post-secondary and scholarship applications

## Social-Emotional Support

Counsellors offer students the opportunity to explore, understand and work through personal issues such as:

- Self-esteem
- Stress
- Anger, sadness
- Motivation, perfectionism
- Conflicts with friends, roommates, family
- Grief/loss
- Identity (race, gender, sexuality, culture, etc.)

## Guidance Classes

Counsellors are assigned by house and by area of expertise. Work with counsellors is confidential as stated in the *Ontario School Counsellors' Association Ethical Guidelines* (2014).

- **Grade 10:** Students will spend half of the year in a career studies class. The course consists of an examination of the following: education and career planning; basic work on the *Myers-Briggs Personality Typology*; multiple intelligences and the relationship to learning styles; decision-making and communication; and university program research.
- **Grade 11:** Students will meet one flex period per cycle beginning in January (no credit earned) researching possible post-secondary avenues, including: particular strengths of various institutions; compatibility of a student's learning style and the size of the university or college; requirements for admission; possible career paths; and professional and graduate programs. Students are encouraged to develop organizational skills throughout the research process. The year ends with application research strategies and preparation for the summer break.
- **Grade 12:** Students will meet one period per cycle (no credit earned) working on the application process in earnest and, in the latter part of the year, addressing transition to post-secondary. Grade 12 students, in addition to guidance classes, are also encouraged to have regular one-on-one meetings with their guidance counsellor throughout the process of considering and applying to post-secondary institutions.

## Course Selections

The course selection process is completed differently based on whether the student is returning or is new to the School. The different processes are described below. In each case, close contact with the guidance department is recommended.

## **Returning Students**

Course selections begin in the winter term for the following academic year. Course selections are done by each student with the direction of a guidance counsellor and approved by parents. Course selection consists of looking at the courses the student wishes to take, the OSSD requirements as well as any possible areas of post-secondary study.

When completed, course selections will be reviewed by a guidance counsellor and academic departments. Changes can be requested, with appropriate rationale, as late as the end of the first full eight-day cycle at the start of the new academic year in September. It is, however, recommended that requests be made as soon as possible as some courses may fill early. Detailed information regarding the process is provided to students and parents each year.

## **Junior School Grade 8 Students**

At the start of winter term the Senior School hosts an enrolment information evening for Grade 8 parents and students. This is an opportunity for students and their families to become familiar with academic and co-curricular options, expectations and daily life in the Senior School.

During the winter term, guidance counsellors from the Senior School meet with Junior School Grade 8 students to begin their course selection for Grade 9. Course selections are shared with both Junior School staff and parents prior to confirming Senior School schedules to ensure that selections are appropriate.

## **“Reach-Ahead” Opportunities for Junior (Elementary) School Students**

Under exceptional circumstances, individual Grade 8 students in our Junior School, with parental consent, may be given permission by a head of school to “reach ahead” to take secondary school courses during their Grade 8 year. Students who finish Grade 8 and then take a Grade 9 credit in the summer are not considered to be “reaching ahead” as they have finished Grade 8.

The heads of the Junior and Senior Schools will decide, on a case-by-case basis, whether “reaching ahead” to take a secondary school course is in the best interest of the student. The head of Senior School - academics & student life or designate will assume responsibility for evaluating the student’s achievement and for granting and recording the credit.

Once a student has been identified to take a “reach ahead” course, a consent form will be sent to the parents. This form must be signed by a parent/guardian and the School. Upon completion of the credit course, a final report will be completed and signed by the head of Trinity College School. Both of these documents will be kept in the student’s Ontario Student Record.

For example, in previous years a number of Junior School students have completed “reach ahead” credits in Learning Strategies (GLS1O) during their Grade 8 school year.

## **New Students**

New students email their course selections to their assigned guidance counsellor; however, before courses can be approved and finalized, the guidance department must receive year-end June report cards and/or a transcript from the student’s previous school. It is recommended that these be sent to TCS as early as possible. Detailed instructions for course selection are provided to families at the time of enrolment.

## **Educational Planning and Individual Pathways Plan**

Following the Ontario Ministry of Education’s policy guide, *Creating Pathways to Success* (2013), students will create and discuss their Individual Pathways Plan in credit and non-credit guidance classes as well as in individual meetings with their guidance counsellor.



When counselling students with both their course selections and educational planning chart, the School has two important goals:

1. Ensuring that the choices students make are aligned with their post-secondary and career goals.
2. Ensuring that course selections and loads are in line with the student's particular learning strengths, abilities and cognitive development.

As such, the School reserves the right to propose, promote and, if necessary, mandate alternate pathways in the best interest of the student.

# Assessment, Evaluation and Reporting

## Assessment

The purpose of assessment is to improve student learning. Trinity College School's assessment and reporting processes are created and revised in order to best serve the learning partnership between students, families and the School. To align our assessment practices with those required by the Ontario Ministry of Education, TCS adheres to the guidelines set forth in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*.

Faculty members at TCS strive to ensure assessment of student achievement is as fair, reliable and transparent as possible. We believe students should understand expectations, have an opportunity to practice skills before being formally assessed on those skills, and should receive meaningful feedback before any final assessment.

## Assessment Responsibilities

### Teacher Responsibilities:

- Ensure assessments are fair, transparent and equitable for all students;
- Support the needs of all students, including those with special learning needs and those who are learning the language of instruction;
- Ensure assessments are carefully planned to relate to the curriculum expectations, learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students;
- Ensure assessments are communicated clearly to students throughout the course;
- Ensure assessments are ongoing, varied in nature and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of learning;
- Provide ongoing descriptive feedback that is clear, specific, meaningful and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals and plan next steps for their learning;
- Describe specific evaluation criteria to students prior to each assessment and evaluate students based on their achievement of these criteria;
- Use exemplars and samples of student work where possible to model levels of achievement;
- Use a variety of assessment methods;
- Use *as* and *for* learning assessments before *of* learning assessments to prepare students;
- Provide students with opportunities to demonstrate learning over time;
- Provide regular, descriptive feedback and formative assessment to support student self-knowledge and promote student success;
- Teach more than they test.

### Student Responsibilities:

- Demonstrate their learning through the assessment process;
- Participate in the process of assessment and evaluation to support their development as self-directed learners and informed decision-makers;
- Self-assess and self-evaluate when appropriate to check, track and deepen their understanding;
- Meet established timelines for work completion and assessment deadlines;
- Understand and accept consequences for cheating, plagiarizing, not completing work and submitting work late.
- Students are responsible for providing evidence of their learning, reflecting upon and responding to feedback provided by their teachers, setting personal learning goals and communicating with their teachers when they have concerns.

### **Parent/Guardian Responsibilities:**

- Support the learning of their child by establishing and maintaining high expectations, ensuring regular attendance, monitoring progress, communicating with the advisor, supporting school expectations and setting learning goals with their child.

### **Learning Goals**

Prior to any assessment, students benefit from knowing what is coming. Learning goals will be developed based on the curriculum expectations of a particular course that will then be discussed with the class to ensure a common understanding of where the class is heading. At the end of each unit, learning goals are reviewed to ensure they have been met.

### **Identifying Success Criteria**

Whenever possible, students will be directly involved in the co-creation of success criteria, i.e., determining assessment criteria and what evidence students are to provide to demonstrate their knowledge and skills. This evidence may take the form of exit cards, rubrics, checklists and teacher-student conferences to review work in light of the established success criteria. For example, in many courses students are encouraged to bring their written work to the teacher ahead of the due date so that it can be reviewed along with the rubric to identify areas that need improvement. Note, this does not mean that the work is *assessed* by the teacher; instead, feedback is provided to students so that they may learn how to further improve the work.

### **Criterion-Referenced Levels of Achievement**

The course uses criterion-referenced assessment and evaluation using the four levels of achievement as outlined in *Growing Success*. Rubrics will be based on the four levels of achievement and assignment marks will be reported to students as percentages.

- Level 1: Achievement that falls much below provincial standard. The student demonstrates specified knowledge and skills with limited effectiveness.
- Level 2: Achievement approaches provincial standard. The student demonstrates specified knowledge and skill with some effectiveness.
- Level 3: Represents the provincial standard for achievement. The student demonstrates specified knowledge and skill with considerable effectiveness.
- Level 4: Identifies achievement that surpasses the provincial standard for achievement. The student demonstrates specified knowledge and skill with a high degree of effectiveness.

### **Categories of Knowledge and Skill**

Students will be given many opportunities to demonstrate the expectations of the course across the four categories of knowledge and skills. All four categories have been balanced to best suit the course content:

- *Knowledge and Understanding: 25%*  
Subject-specific content acquired in the course and the comprehension of its meaning and significance.
- *Thinking: 25%*  
The use of critical and creative thinking skills and/or processes.
- *Communication: 25%*  
The conveying of meaning through various forms.
- *Application: 25%*  
The use of knowledge and skills to make connections within and between various contexts.

The balance of the four categories will be slightly different based on subject discipline. It is essential that the balance of the four categories within the 70% term work is reflected in the balance of the four categories within the 30% summative.

Descriptions related to specific courses for each of these categories can be found in the achievement charts in the Ministry of Education's curriculum documents ([www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html](http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html)).

### **Assessment *for*, *as* and *of* Learning**

Assessment in the course will be obtained through a variety of means in order to improve student learning. One of the goals of the course is to help students develop the knowledge and skills needed to become an effective independent learner. To that end, different types of assessments will be used for different purposes:

- Assessment '*for*' learning (evidence to help teachers and students understand the development of their knowledge and skills in the course)  
*Examples:* diagnostic tests, short quizzes, homework and notebook checks, informal presentations, group discussions, student-teacher conferences
- Assessment '*as*' learning (allowing students the opportunity to assess themselves)  
*Examples:* peer and self-assessments completed before work is submitted, formatting reviews, peer and self-assessment of group assignments
- Assessment '*of*' learning (assessments that are used to calculate marks and grades for the students)  
*Examples:* unit tests, essays, presentations, written assignments, final summative essay assignment and the final examination

### **Calculation of Student Grades**

Teachers are directed by the Ontario Ministry of Education to exercise their professional judgment when determining a student's final grade. To that end, teachers may employ a variety of strategies in order to ensure that the grade accurately reflects a student's ability and achievement, e.g., using data gathered through conversations, observations and products or adjusting the weighting of other assessments. The Ministry of Education also states that:

- Both mathematical calculations and professional judgment will inform the determination of the final grade.
- 70% of the final grade will be based on assessments throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. When knowledge and/or skills develop along a continuum, the demonstrations that occur towards the end of the course are viewed as the more significant indicators of achievement.
- 30% of the final grade will be based on summative assessments.
- The final course grade will be calculated by balancing the aforementioned categories of knowledge and skills across different types of assessments '*of*' learning. The final grade in Senior School courses is comprised of 70% term work that happens throughout the year and a 30% summative assessment.

### **Homework**

Students in the Senior School will benefit from completing homework on a regular basis. Of course, homework looks different depending on academic subject, grade level and relationship to an Advanced Placement exam.

To support a positive homework culture at the School, teachers work to the following guidelines:

- Homework should be started in class for 5 to 20 minutes to help build momentum for completion
- Homework should be engaging and an integral part of learning, not "busy work"; more homework does not equal rigour

- Homework should be limited to 20 to 30 minutes per class
  - 1-2 hours total per day for a Grade 9/10 student
  - 1.5-3 hours for a Grade 11/12 student
- Students should complete their homework without digital distractions
- Homework should be returned quickly so feedback can motivate improvement
- Teachers should suggest a recommended completion time to help students benchmark if they are spending too little or too much time on homework
- Where possible, homework should have scaffolded questions, allowing students to work at the appropriate level of challenge

At TCS, homework is not to be assigned for completion over long weekends, Christmas Break or March Break. Note that students may often choose to complete longer term projects, essays and test review over breaks; indeed, break weekends and holidays provide time to catch up on work and/or consolidate prior learning.

## Summative Assessments

Under the provisions of *Growing Success*, summative assessments will take different forms in different courses. Students must complete their summative assessments in order to earn their credits. For example, in the mathematics department, courses have a final June exam worth 30% of the year. In social sciences, the 30% summative mark may be divided between an independent study project and an exam. In the senior technology courses, the 30% summative mark is based on project work. In consultation with their department colleagues, teachers are expected to develop summative assessments that allow students to demonstrate their learning in a forum appropriate to the course content and style of delivery of the course.

When creating a summative project, teachers consider the following four components and approaches:

1. Larger assessments should be “chunked” into manageable stages
2. Students should be provided with exemplars of finished products
3. Assessment rubrics should be reviewed in advance with clear success criteria delineated
4. There should be structured opportunities for feedback on process work, including early submissions opportunities, peer review and student-teacher conferencing

In terms of exams, in order to maintain the integrity of the process, exams must be written each day, as scheduled. Exam outlines and review for individual courses are normally provided prior to the May long weekend. Exams may be written in classrooms, the upper gym, the arena or the academic support area in the library. Students must wear exam dress (Number One dress minus the jacket and tie) for all exams.

Exam length targets (note: there are exceptions):

- Grade 9: up to 1.5 hours
- Grades 10 and 11: up to 2 hours
- Grade 12: up to 2.5 hours

During class, in the academic cycle leading up to June exams, students will focus on exam preparation. During this “Focus Cycle,” no further assessments ‘of’ learning that require studying or out-of-class preparation, such as unit tests, may be scheduled. However, some performance assessments will take place during this time, teachers will provide specific review for upcoming written exams, or preparation time to work on summative activities (presentations or performance activities) that will take place during the scheduled exam block.

Exam results are reported on the June report card.

## Assessment and Evaluation in Advanced Placement Courses

Below are general principles related to the assessment and evaluation of Advanced Placement courses at TCS.

*Principle:* AP courses further enrich Ontario curriculum expectations and learning skills

*Explanation:* AP courses at TCS enrich the equivalent Grade 10, 11 or 12 Ontario Ministry of Education course in that discipline. Students cover Ontario course learning expectations and delve further into the discipline with the AP course work. Note that senior level courses at TCS are rigorous; the benefit of AP offerings is further enrichment and university-preparedness. Effective learning skills are a key component of success at the AP level.

*Principle:* Students taking an AP course are expected to write the corresponding AP exam

*Explanation:* The AP exam or portfolio in each AP course is not optional. Taking AP exams is excellent preparation for university and is an essential component of the course. Students taking AP courses will write the corresponding AP exam in May and the Ontario course exam in June. The one exception to this principle relates to students applying to university in the U.K. Please see pages 20-22 for more details.

*Principle:* AP courses provide enrichment and university preparedness, and students are encouraged to take these courses accordingly, even if they are not likely to achieve a grade of 4 or 5.

*Explanation:* AP courses are graded externally on a scale of 1 (not qualified) to 5 (extremely well qualified). A grade of 3 is considered to be a passing grade. While certain AP courses are clearly not suitable for certain students, TCS encourages students to attempt at least one AP course during their TCS career. This program is not just designed for “exceptional” students wanting enrichment, but also for students interested in the subject and capable of earning a grade of 3.

*Principle:* When taking an AP course, students’ report card and transcript grades are based on Ontario expectations in the equivalent 2O, 3U, 4U, or 4M course.

*Explanation:* Students are not penalized for taking an AP course by having report card grades based on university-level AP standards. Instead, reported grades are based on students’ understanding of Ontario curriculum expectations covered in the AP course.

*Principle:* The teacher’s professional judgment is ultimately the key factor in determining that an AP student’s grade in the equivalent 2O, 3U, 4M, or 4U course is fair and reasonable.

*Explanation:* As outlined in *Growing Success*, the professional judgment of the teacher is central to the assessment process. Taking into account conversations, observations and products throughout the year, with particular attention paid to most recent and most consistent work, AP teachers determine a final grade that is a fair and reasonable assessment of a student’s work at the 2O, 3U, 4M, or 4U Ontario course level.

*Principle:* Students have the option of practicing for the AP exam with a “mock” AP exam.

*Explanation:* Writing standardized three-hour exams is a new experience to many high school students. Students will therefore have the opportunity to write mock AP exams, either in-class or on designated mock exam testing days, in order to practice the skill of writing AP exams.

*Principle:* During the AP exam schedule, TCS allows AP students due consideration in terms of overall work load. AP course assessments should not take place during the AP exam schedule.

*Explanation:* While the curricular and co-curricular program must continue during the AP exam schedule, AP students may ask for modified due dates in other courses and teachers, ideally, are accommodating. AP students may

be permitted to ask to be excused from certain co-curricular commitments if said commitments do not allow proper time for studying. For example, playing an away game the afternoon before an AP exam may pose difficulty. Field trips affecting Grade 11 and 12 students are generally not permitted during the AP exam schedule.

*Principle:* At TCS, we celebrate the ideas and enrichment found in AP courses.

*Explanation:* A criticism levied against AP courses (for example in Tony Wagner's *The Global Achievement Gap*) stems from the perception that AP courses focus on multiple-choice factual recall rather than critical thinking. Recent curriculum updates from the College Board, particularly in relation to science courses and the AP Capstone Diploma, provide evidence that AP courses are moving towards greater inquiry and critical thinking. At TCS, we strive to develop the "4 Cs" of 21<sup>st</sup> century learning: collaboration, critical thinking, communication and creativity; we see the AP program as an essential element for building these skills.

## **Focus Cycle**

During class, in the eight-day academic cycle leading up to June exams, students will focus on exam preparation. During this time, no further assessments *'of'* learning that require studying or out-of-class preparation, such as unit tests, may be scheduled. However, some performance assessments will take place during this time; teachers will provide specific review for upcoming written exams, or preparation time to work on summative activities (presentations or performance activities) that will take place during the scheduled exam block.

## **Professional Judgment**

At all times in the assessment process, thoughtful professional judgment will be applied to ensure grading is fair, consistent and best represents the students' understanding and abilities vis-à-vis the curriculum expectations.

## **Learning Skills**

The development of learning skills and work habits are key components of TCS courses. Throughout their time in the Senior School, students' learning skills and work habits, namely responsibility, organization, independent work, collaboration, initiative and self-regulation, will be assessed and reported on students' report cards. The assessment of these skills will not be included in students' course grades with the exception of courses where learning skills are a part of the curriculum expectations.

### **Understanding the Six Learning Skills**

A chart outlining what teachers will be evaluating for each learning skill can be found on the following page and is also posted on the Edsby online learning management system. Note that meeting these expectations represents a high standard, and a student who consistently meets these learning skills criteria should be well prepared for university.

On each report a student's progress in each of these learning skills will be noted as:

- "E" for excellent
- "G" for good
- "S" for satisfactory
- "N" for needs improvement

*Note:* A student receiving all "G"s on a given report card is doing remarkably well; indeed, the student is meeting all the skills outlined in the chart below.

To learn more about *Growing Success* please visit the Ontario Ministry of Education's website at:  
<http://www.edu.gov.on.ca/eng/policyfunding/success.html>.



## The 6 Learning Skills

Learning Skill	Effective learning skills are the foundation for academic success
Responsibility	<p><i>The student:</i></p> <ul style="list-style-type: none"><li>• completes homework</li><li>• submits work on time</li><li>• attends academic assistance when needed</li><li>• takes ownership of academic results</li><li>• contacts teacher in a timely manner about missed work</li><li>• applies effective study strategies</li></ul>
Organization	<p><i>The student:</i></p> <ul style="list-style-type: none"><li>• manages time, space, and materials for effective learning</li><li>• comes to class punctually and prepared to work</li><li>• makes a plan to ensure work is done on time</li><li>• uses appropriate scheduling tools</li></ul>
Independent Work	<p><i>The student:</i></p> <ul style="list-style-type: none"><li>• uses work time effectively</li><li>• follows instructions with minimal supervision</li><li>• sets academic goals and works to meet them</li><li>• tries to solve problems before seeking assistance</li></ul>
Collaboration	<p><i>The student:</i></p> <ul style="list-style-type: none"><li>• works well with others</li><li>• meets commitments when working in a group</li><li>• does their fair share</li><li>• listens actively</li><li>• supports the contributions of others</li><li>• shares resources and information with group members</li></ul>
Initiative	<p><i>The student:</i></p> <ul style="list-style-type: none"><li>• starts on new tasks willingly</li><li>• asks for clarification or assistance when needed</li><li>• looks for opportunities to learn more</li><li>• advocates for self</li><li>• offers ideas in class</li><li>• approaches work in creative and innovative ways</li></ul>
Self-Regulation	<p><i>The student:</i></p> <ul style="list-style-type: none"><li>• perseveres</li><li>• uses technology appropriately and avoids distractions</li><li>• maintains focus in class</li><li>• exhibits emotional control</li><li>• does not interfere with the learning of others</li></ul>



## Report Cards

The academic year, which is divided into two terms, includes five reports and two Parent-Teacher Meeting sessions. When reports are available for viewing online, parents will receive an email with detailed access instructions. Parents also receive an email when the Parent-Teacher Meeting booking system opens; parents book their own meetings.

The report cards focus on two distinct aspects of student achievement: achievement of curriculum expectations, reported as a grade; and the development of learning skills, as reported by “excellent,” “good,” “satisfactory,” or “needs improvement.” The teacher comments identify strengths, accomplishments and areas requiring attention, as well as future goals. Parents should review the comments and learning skills with their child and consider this information along with the course grade.

While *Growing Success* stipulates there are to be a minimum of three report cards each year, TCS issues five reports each school year. This extensive reporting, along with contact with a student’s advisor and head of house, and Parent-Teacher Meetings, will ensure parents are fully informed about the progress of their child.

The 2023-2024 schedule for report cards and Parent-Teacher Meetings is as follows:

- October Progress Reports – October 16, 2023
- Parent-Teacher Meetings – October 19-20, 2023 (online)
- November Progress Reports – November 27, 2023
- February Progress Reports – February 6, 2024
- Parent-Teacher Meetings – February 14-15, 2024 (online)
- April Progress Reports – April 22, 2024
- Final Reports – June 24, 2024

## Expectations for Grade 9 and 10 Students

The development of organizational skills is an area of emphasis for our students in Grade 9 and 10. The School feels that in order to effectively juggle academic, co-curricular and house responsibilities, it is important that students are able to schedule events and thus be able to better manage their time.

In order to maximize their chances of success in a fast paced environment, it is imperative that all students in Grades 9 and 10 arrive to class with the *TCS Planner*. Teachers are expected to take the last five minutes of class to provide homework instructions in the classroom and ensure these are recorded. In addition, all due dates and assignments will be outlined online using the electronic calendar on the learning management system, Edsby. Teachers will provide feedback to advisors for students who are not keeping a record of assigned work and the advisor will ensure that parents are contacted in the event that their child is not complying with this school expectation. Students may also want to use their mobile device, Google/Gmail calendar or similar electronic means of keeping track of their responsibilities at TCS.

## Grade 9 and 10 Assessment Blocks

In Grade 9 and 10 courses, any work that is to be submitted to a teacher as an assessment ‘of’ learning (tests, essays, presentations, projects, etc.) must be submitted or completed during either period 1 or 3 of the academic day. Note that this only applies to courses at the Grade 9 and 10 levels; Grade 10 students taking courses at the Grade 11 level may have assessments during other periods of the academic day in their Grade 11 courses. In the event of an unforeseen change in the academic schedule that results in a period 1 or 3 being cancelled, students should be prepared to submit or complete that assessment the following class. Students should communicate with the teacher about any possible reasons why this would be unreasonable or unfair.

As a result of this schedule, most Grade 9 and 10 students will only have a maximum of two assessments on any given day, therefore providing more balance to their workload. Assessments '*as*' and '*for*' learning, which do not count towards a student's final grade, may occur at any time during the academic cycle.

## Academic Program: Supports and Resources

### Student Support

The student support department's mission: to foster independence, responsibility and understanding in matters of physical and emotional health, learning and educational planning.

When speaking with past and present students about their TCS experience, two themes are consistently noted: the extent to which students are educated by their experience as a whole, and the strong sense of community at the School. Academic and student support services continues these traditions of learning beyond traditional curricular lines and fostering relationships helpful in guiding and supporting students throughout their TCS journey.

Student support, in concert with faculty and staff, proactively tries to identify students who may be experiencing difficulty while educating about and encouraging self-awareness, resilience and self-advocacy. We endeavour to establish authentic, open relationships, built firmly upon the values of TCS.

Student support staff members are committed to providing resources to faculty, advisors and heads of houses to aid in their education and support of students. We also provide a broad range of services to students directly, as outlined herein.

### The Advisor Program

Advising is not just about academics but the overall engagement of the student in the TCS community and programming. Advisor-advisee relationships are most effective when built on a foundation of honesty, mutual respect and candid communication. Working in partnership with advisees, advisors have four key areas of responsibility:

- To encourage self-advocacy
- To foster academic growth and meaningful co-curricular involvement
- To guide in reflection and decision-making
- To partner with the advisee's family in support of the advisee's development

Advisors meet with their advisees in groups and individually. The advisor and the head of house are the primary contacts for parents when it comes to overall patterns of wellbeing and development. Teachers and co-curricular leaders will reach out to families if they notice difficulties specifically in their classroom or program. It is also important that parents contact their child's advisor or head of house regarding any matters that may impact their child's engagement at school or in school life. This will ensure communication is thorough and timely.

Should any significant academic or citizenship challenge arise, the advisor will identify strengths and areas where the advisee wants to grow, informed by feedback from academic, citizenship, co-curricular and familial partners, and, as needed, ensure that:

- The patterns are discussed with the student directly
- The student is coached/supported in creating a plan of action, as needed/desired
- The student is aware of supports that are helpful in executing that plan
- The plan is followed up on consistently
- These patterns are communicated to the student's circle of care
- These patterns are communicated to the family

Thoughtful placement of advisees within advisor groups is chiefly based on house association and group considerations.

## **Price Academic Student Centre**

The Price Academic Support Centre (PASC) enhances teaching and learning at TCS by providing comprehensive academic resources, support and services for students and faculty members. In conjunction with other academic and student support services (guidance, health services, athletic therapy, library and the advisor program), its focus is to help students demonstrate learning and academic strengths to maximize their academic potential. In addition, the PASC helps teachers explore and implement teaching methods that will enable them to work with all students more effectively.

The PASC provides support and coaching to all students. As such, it complements, rather than substitutes for the academic support given to students by their individual teachers and advisors. It is important that all students experiencing academic difficulty:

- Meet with their subject teachers regularly for extra help, including through academic assistance, learning seminars, the Math Learning Centre and the Writing Centre
- Take responsibility for their learning and are guided to become independent learners
- Become active learners
- Develop self-advocacy skills
- Recognize their areas of strength and need, and adapt their learning accordingly
- Participate in learning skills seminars held by the PASC team

The PASC works with students to coordinate “peer to peer” academic support, whereby students may be paired with a peer for academic coaching.

The PASC also works in close partnership with the Frances Price Athletic Therapy Clinic, the health centre, students and faculty, supporting students recovering from concussion as part of the School’s “Return to Learn” protocol.

## **Learning Skills Sessions and Workshops**

Designed to assist a variety of learners and promote readiness for learning, the PASC offers learning skills seminars, sessions and workshops that help students explore areas of strength and challenge. Students may arrange individual sessions through the centre. For example:

- Time management
- Note-taking strategies
- Study skills
- Test-taking strategies
- Exam preparation
- Overcoming procrastination
- The SQ4R reading strategy

## **Support for Students with Identified Learning Needs**

In some cases, students may be referred, with permission from parents, to have a psycho-educational assessment completed in order that a clearer picture of the student’s learning style is available. The School will provide recommendations of reputable assessment providers in the Port Hope and Toronto areas. Should a student arrive at the School with an up-to-date psycho-educational assessment, the director of academic support, with permission of the family and student, coordinates the dissemination of pertinent information and monitors academic progress.

TCS is committed to making reasonable accommodations for our students with identified learning disabilities provided the appropriate documentation is provided to the School. In keeping with Ontario Ministry of Education, university and the College Board's testing policies. TCS requires:

- Current psycho-educational assessments (no more than three years old)
- A qualified professional to have conducted the evaluation
- Documentation which must include a specific diagnosis
- Documentation to support the diagnosis which must be comprehensive
- A rationale for requested accommodations to be provided

The director of academic support will be responsible for reviewing the documentation to see that it complies with guidelines and will determine if recommendations warrant accommodations in the context of TCS.

The recommendations from the psycho-educational assessment are used to guide the accommodation process. The director of academic support will then create an *Academic Support Profile* which will be shared with the student's teachers, advisor and head of house, who will work with the student to help derive the full benefit from assessment recommendations.

It should be noted that for SAT and Advanced Placement exams, approval for accommodations must be sought from the College Board since these are American standardized tests. This process is directed through the department of academic and student support.

The School does not modify course curriculum for students with special needs.

### **Process**

The director of academic support or designate will be responsible for reviewing documentation to confirm that it complies with guidelines and determines accommodations provided in the context of TCS. The School does not modify course curriculum.

The recommendations from the psycho-educational assessment are used to guide the accommodation process once parental consent for release has been obtained. The director of academic support or designate will then create an *Academic Support Profile* (ASP) which is shared with the student's teachers, advisor and head of house, who will work with the student to help derive the full benefit from the ASP. Please note that not all recommendations may be implemented.

It should be noted that for SAT and Advanced Placement exams, approval for accommodations must be sought from the College Board since these are American standardized tests. This process is directed through the student support department.

At TCS, students who are diagnosed "gifted" through psycho-educational assessment are not provided specific program adjustments, nor is an ASP developed; rather, they are encouraged to explore enriched, pre-AP and AP courses and AP Capstone. The School's broad, comprehensive and extended curriculum provides challenging opportunities for students of all abilities.

### **Confidentiality**

TCS will maintain confidentiality of the psycho-educational assessment and will not release any part of the documentation, outside of the School context, without the student's and parent's informed consent.

### **Standard Testing Support**

Test/exam accommodations are based on the recommendations from the psycho-educational assessment and articulated in the student's ASP. They often include:

- Extended time for tests/exams
- Use of a laptop
- Clarification of questions
- Oral follow-up
- An alternative, distraction-reduced environment

It is vital that students understand that the accommodation process is a shared responsibility. With this in mind, students are taught to advocate for themselves and are expected to take an active role in the support and accommodation process. It is acknowledged that this takes time and teamwork, and that students may need ongoing guidance while they develop the maturity, skills and self-awareness required for truly independent learning.

### **Individualized Academic Support**

If a student's area of need is more pervasive, organizationally based or learning-style centred, the student and the advisor can arrange to meet with the director of academic support. The director of academic support will work with the student to identify and implement strategies to help the student. Recommendations are often also made to teachers and advisors with regard to their ongoing support of the student. In all cases, students are encouraged to advocate for themselves, to take initiative and accept responsibility for their learning.

### **Forms of Support**

Students are encouraged to identify their areas of need and seek out support. This is done in many ways. Faculty, advisors, heads of houses and teachers-on-duty in residence are able to observe students' study practices both in and outside of the classroom. Where students may be having course-specific difficulties, there is academic assistance available over the lunch period, and most often teachers are willing to meet with students out of class time when students approach them in a timely manner. In addition, a range of learning skills seminars are offered throughout the year. Through these additional sessions, students are taught skills in organization, study and test-taking strategies, note-taking and time management.

### **Mathematics and Science Support**

Recognizing that many students need support outside of the classroom for their learning in mathematics, the math and science department offers academic assistance in a number of ways. Teachers are available to students several times each week during regularly scheduled academic assistance hours, as well as at other pre-arranged times. The Math Learning Centre, a designated room staffed every academic period, allows for drop-in extra math help. Homework help is also offered by teachers and student peer tutors throughout the day and one evening per week during study. The science department offers discipline-specific evening extra help sessions during evening study in chemistry, biology and physics. See chart below for details.

### **Peer to Peer Support**

Facilitated through the Price Academic Support Centre, students may be paired with a peer for discipline-specific academic coaching.

### **Writing Centre**

The Writing Centre provides writing support to Senior School students during the day and one evening per week, by appointment (see chart below). Modelled after a university model, the Writing Centre is not a proofreading service but a place for students to receive one-on-one support with writing skills.

## Library

Our library facilitates learning in and out of the classroom through a rich print and digital collection that supports academic curriculum and co-curricular activities, programs and services to engage and encourage students. The library is a welcoming and supportive space for reading, research and relaxation. The library's online portal may be accessed by students and staff here: <https://us.accessit.online/TRN13/>.

Summary of Support Services for Students	
Academic Assistance	Regular academic assistance is available from 9:55-10:25 a.m. on weekdays
Academic Support	Appointments for academic, organizational, or study skills support can be arranged through the academic support department
Advisory	All Senior School students have an advisor (see <i>The Advisor Program</i> on page 37)
Athletic Therapy	Appointments may be booked with one of two athletic therapists
Chaplain	Chaplaincy services are provided by the School's chaplain
Guidance Counsellor	Appointments may be booked with a student's assigned guidance counsellor
Counselling	Appointments may be booked with the school counsellor
Health Centre	School nurses are available for health information or to seek medical advice
Library	The Senior School librarians can help students with finding information, using databases, support with research and citations, or to find a book for academic or recreational reading
Math Learning Centre	The Math Learning Centre is open for small group and one-on-one math help with a TCS math teacher every period during the academic day. In addition, the MLC is open during evening study on Tuesdays and Thursdays.
Peer to Peer	Facilitated through the Price Academic Support Centre, students may be paired with a peer for discipline-specific academic coaching
Science Extra Help	Extra help will be available in the following science disciplines at the following times: Mondays 7:00 - 8:30 p.m. – Biology Tuesdays 7:00 - 8:30 p.m. – Physics Tuesdays 7:00 - 8:30 p.m. – Chemistry
Writing Centre	The Writing Centre provides assistance with writing by appointment, in certain blocks, or on Monday and Wednesday evenings. The Writing Centre is not a proofreading service, instead, it provides support with all different styles of writing required across the TCS course of study.
Information Technology Support	The IT services department is available to support students and their families with technology challenges related to hardware, software, e-learning tools, connectivity and more

## The Honour Code and Academic Integrity

### The Honour Code

The *Honour Code* outlines ideals which Trinity College School (TCS) students value above all others and guides the School's fundamental expectations of student behaviour. Every student attending TCS, and the student's parent(s), must adhere to the spirit of the *Honour Code*.

TCS believes that students should understand and live by standards of honourable behaviour; they will be guided by principles that encourage commitment and collective responsibility, personal integrity and genuine respect for community.

Personal integrity is the foundation upon which students can thrive and develop. It is the cornerstone of one's character. Personal integrity is demonstrated daily in doing one's best, not for external rewards but, rather, simply in a desire to do what is right. In addition to being true to one's self, personal integrity implies a soundness of character. At TCS, honesty is expected, not rewarded.

Academic deception, inappropriate use of technology and networks, lying, cheating, or any act that contravenes the *Major Rules* described in *Life at Trinity* is unpalatable, even if there is no chance of being caught. At TCS, a student's personal integrity is paramount.

Living in any community brings with it certain responsibilities. Within the TCS community we collectively contribute to the maintenance of a "culture of respect" which governs all interactions and relationships. Every person at Trinity College School has a right to live, learn and work in a safe and healthy environment. Our community includes individuals from many different cultures and backgrounds which results in an interesting and enriching learning environment for all. In such a diverse community, inclusiveness must be prioritized and individuals must recognize that success and happiness are achieved through an open mind, a respectful and generous view of one's neighbour, and a clear respect for others. All TCS students, therefore, commit to a school community that is free of racism and discrimination, promotes respect, diversity, cooperation, integrity and constructive communication. Only through extending ongoing and unconditional respect for the people with whom we share this campus can a community like TCS thrive.

By way of their enrolment at TCS, students acknowledge that they have read and understood the implications of this *Honour Code* and will endeavour to uphold it in their daily lives.

During the admissions and school start-up process, all students must read, review and sign three important documents:

- *The Honour Code*
- *Academic Integrity Commitment*
- *Technology Responsible Use Policy*

### Academic Integrity

Academic integrity can be defined as approaching one's schoolwork with honesty and respect for the rules and principles established by the School. This is probably the most important tenet for students to follow in an educational setting. Students should, first of all, prepare fairly and effectively for tests and assignments. Most difficulties arise when a student leaves work to the last minute.

TCS students are frequently reminded that "we complete our work with integrity and submit it on time."



## **Cheating**

Students who cheat on assignments, tests or exams will be given a zero and will be reported to the assistant head of Senior School - academic administration or designate. Particularly serious incidents are given a hearing. The student is advised and supported by the advisor and/or head of house on these occasions. Students involved in such offences will be subject to additional consequences ranging from a “gating” and acute disciplinary probation (ADP) to suspension and possibly expulsion.

## **Plagiarism**

Plagiarism, the presentation of another’s words or ideas as if they were your own, is equally unacceptable. When a student does the following, plagiarism occurs:

- Turns in work in whole or part written by another person
- With permission, copies in whole or part the work of another student
- Turns in a lab report that falsifies the experiment’s actual results
- Fails to cite sources within the text of a work, even if there is a bibliography
- Cites some sources within the text of a work, but not all
- Co-writes an assignment, even though the assignment is an individual one
- Submits the same work for two different courses, regardless of the academic year in which it was completed

A student suspected of plagiarism will be reported to the assistant head of Senior School - academic administration or designate. The student is advised and supported by the advisor and/or head of house on these occasions. Students found guilty of plagiarism are expected to redo the assignment properly, subject to the teacher’s discretion. Additional consequences will range from “gating” to expulsion, according to the severity of the offence. As well, students who commit plagiarism or facilitate plagiarism will normally be put on acute disciplinary probation (ADP). *Note:* ADP status may affect a student’s eligibility for the Scholars’ Award and other honours.

## **College Board Policy on Plagiarism and Falsification or Fabrication of Information**

Source: *AP Capstone Diploma Program Policies* (2023)

Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student’s individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution, or reference in the body of the work, or through a bibliographic entry, will receive a score of zero on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of zero for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of zero on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of zero for that component of the Team Project and Presentation.

## **Late Work Policy**

It is expected practice that all work will be submitted on time and in an acceptable condition. Work should always be word processed (if applicable) and properly packaged. In the event that a student cannot get an assignment

completed on time, the student must appeal (in person) to the teacher for a revised submission date. In such cases, the teacher will assign a new deadline.

If the assignment is not completed by this revised deadline, the student will receive a mark of zero on this assignment. The mark of zero will remain until the assignment is submitted. As well, the advisor, head of house and parents will be notified that the assignment is late. The student will be mandated to attend academic assistance with the teacher and may lose privileges, such as weekend leave, until the assignment has been completed.

At the end of the school year, no late work will be accepted after 12:00 noon on the Wednesday before Speech Day.

As an overarching principle, students are expected to submit work on time, a hallmark of integrity and perseverance. Different approaches are needed to help students in this regard when they run into difficulty; what follows are different strategies that can be used by teachers to help mitigate late work:

- Students and teachers should renegotiate a revised date when work is not submitted on time. The revised date would ideally be prior to when the work will be returned to the rest of the class. Teachers should note the missing work on Edsby.
- Teachers may keep students after class to work on missing assignments, especially after a period 1 class as the student may stay in the classroom and work into academic assistance time.
- Teachers may mandate students to attend academic assistance if work is missing.
- Teachers may mandate students to stay after school to complete work (if this does not conflict with sports or arts).
- For students in academic support, teachers will contact or visit the academic support department during the day or evening study to follow up with the student and plan supports.
- If a pattern emerges, teachers may contact advisors and ask that parents be informed of the missing work.
- Teachers may mandate a boarder to complete missing work during evening study and communicate these needs with the relevant teacher on duty.
- In consultation with the advisor, a request may be made to the boarding head of house to deny weekend leave or alternate consequence until student work is complete.
- In consultation with the advisor, head of house and academic office, a request may be made that grad or scholar privileges be revoked, if applicable.

### **Reflecting Late Work in the Gradebook and on Report Cards**

- Teachers will insert 0% for missing assessments in the gradebook and communicate in Edsby as to the nature of the missing work. For example, a teacher may write in the comment field about the nature of that zero, “placeholder pending work submission.”
- Students are required to submit the work, no matter how late. Once the work is submitted, a mark may be entered, or the 0% may be “excused.” This can be used when the assessment has already been returned to the class and/or it is not appropriate for the late work to count for credit. A mark may also be excused when the particular assessment does not need to be submitted (e.g. student illness).

Ultimately, it rests on the professional judgment of the teacher in light of the nature of the assessment and the circumstances of the student’s late work what marks should be entered or excused. Even if a student submits work too late to be graded, feedback should still be given where possible to promote student learning.

A pattern of submitting work late will also be reflected in the assessment of learning skills and reported on in subsequent report cards.

## Use of Generative AI Tools

Generative artificial intelligence (AI) is transforming teaching and learning. Trinity College School recognizes our responsibility to learn and lead regarding the appropriate, effective and ethical use of this evolving technology. The following guidelines will be regularly updated:

### *Acceptable uses of generative AI*

- **As a subject of exploration:** Students are encouraged to learn as much as possible about AI, its capabilities, its limitations, and the ethical considerations it brings.
- **As a study aid:** Generative AI can help explain complex concepts, assist in reviewing materials and act as a study partner. Nevertheless, it should complement, not replace, studying course materials and understanding the foundational concepts.
- **As a writing aid:** AI can help in proofreading and editing original work (e.g. Grammarly). However, students must retain their individual voice, style, ideas, research and understanding in their work.

### *Unacceptable uses of generative AI:*

- Submitting work generated by AI as their own
- Using AI to complete homework, tests, assignments or exams
- Intentionally generating false or misleading content
- Failing to properly acknowledge AI-generated content

**Students must follow teacher instructions on how AI can and cannot be used in individual courses.** The unethical use of AI-generated content will be treated as academic dishonesty.

## Academic Attendance

The School's attendance program is designed to promote the health and safety of all students and create an environment for academic success. Parents of day students need to play an important part in this endeavour. If a student will be absent due to illness or appointments, missing chapel or late arriving to school, parents are expected to call our attendance hotline as soon as possible at 905-885-3217 ext. 1111 or [tcsattendance@tcs.on.ca](mailto:tcsattendance@tcs.on.ca). Parents do not need to call advisors or heads of houses with this information.

Parents should contact the assistant head of Senior School - academic administration, Suzy Hall ([shall@tcs.on.ca](mailto:shall@tcs.on.ca)) to request permission, in special situations, for their child to miss three or more days of classes, particularly before or after breaks, and do so well in advance of the leave date. Families are asked to respect all dates when classes are in session. The School's holiday schedule is very generous as it is. In the case of an extended health-related absence, a note from the student's physician should be provided to the office of the assistant head of Senior School - academic administration.

Policies for leaves, both personal and medical, are outlined in *Life at Trinity: A Handbook for Senior School Families*.

## Hand-held Electronic Device Guidelines

TCS recognizes that hand-held electronic devices, such as smart phones, are useful tools for scheduling and communication. If a student brings a hand-held electronic device to TCS, the following guidelines apply:

- Electronic devices must not disturb academic, community and co-curricular activities through beeping, ringing or causing distractive behaviour. When engaged in any formal and/or community activity of the School (chapel, meals in Osler Hall, class, co-curricular activities, evening study, or while walking from one point to another) electronic devices must be "out of sight and sound."
- Electronic devices are liable to temporary confiscation by any staff member for inappropriate or distracting use.

- Students will be required to relinquish their electronic devices during tests, exams and other events where the possible recording and sharing of information is forbidden. In particular, electronic devices are prohibited in the testing room during Advanced Placement examinations.

Further information on the School's policies on hand-held electronic devices can be found in *Life at Trinity*.

## Academic Standards and Recognition

### TCS Scholars' Program

One important way that Trinity College School celebrates, inspires and honours academic achievement is through the TCS Scholars' Award. True scholarship is more than earning a certain grade; it is an approach to one's school experience that embodies the habits of the heart and mind. For example, TCS Scholars take ownership over their academic results, set academic goals and work to meet them, support the contributions of classmates, approach work in innovative ways and persevere.

To earn the TCS Scholars' Award, the following criteria must be met:

1. The student must finish the year with a cumulative average of 86% or higher on the June report card. This cumulative average must be based on a minimum number of TCS on-campus courses or eLearning Consortium Canada online courses taken during the regular academic year:
  - At least 7 courses in Grade 9
  - At least 7 courses in Grade 10
  - At least 6 courses in Grade 11
  - At least 5 courses in Grade 12

*Note:* Summer Academy courses and courses taken with other providers do not factor into the TCS Scholars' Award.
2. The student must meet expectations related to the six learning skills of *responsibility, organization, independent work, collaboration, initiative* and *self-regulation*. For example, a TCS Scholar completes homework, is punctual for class, uses class time wisely, submits work on time, seeks assistance when needed, and uses technology appropriately, among the other habits of the heart and mind outlined for each learning skill. The full criteria for the TCS learning skills may be found on page 34 of this document and is posted in Senior School classrooms. The academic office will look at each student's reported learning skills ratings and gather input from course teachers to determine if expectations are being met.

*Note:* Scholars' Awards may be impacted by acute disciplinary probation (ADP) status.

Students who meet the criteria listed above will earn the TCS Scholar's Award. First time TCS Scholars' Award winners receive a TCS Scholars' Award tie, second time winners and beyond receive a TCS Scholars' Award gold lapel pin. The top three returning students by grade will receive a gold, silver, or bronze medal based on their previous year's final average, calculated to three decimal places.

Students in Grade 10 who go on international exchange in the spring term may earn the TCS Scholars' Award but will be ineligible for winning the bronze, silver, or gold awards for top average in their Grade 10 year. Grade 12 students who meet the criteria for the TCS Scholars' Award upon graduation will be recognized at Speech Day.

At the conclusion of designated reporting periods, a TCS Scholars' List will be generated listing the names of the students who are currently meeting the criteria listed above. While the TCS Scholars' Award may only be earned at the conclusion of the academic year, being named to the TCS Scholars' List carries certain privileges that remain in place until the next report card. For example, students on the TCS Scholars' List may be excused from daytime study periods and evening study halls. For a detailed overview of Scholars' List privileges, see *Daytime Studies*.

### Academic Progress

Students who are not reaching the School's academic expectations in achievement, learning skill development and/or effort will be required to engage with support mechanisms at the School. In these cases, communication

takes place with parents, subject teachers and the student's advisor and guidance counsellor. The goal is to identify issues and develop strategies to address them. In more serious situations, meetings with the assistant head of Senior School - academic administration and/or one of the heads of Senior School may occur.

At the end of the year, the School reviews the progress of each student. A student who fails a course may be asked to attend summer school, to complete summer work or to repeat the course. Occasionally students who have not met the School's academic expectations in achievement and/or effort may be asked to leave the School. Students with a cumulative average below 70% who are permitted to return may be placed on a performance contract and may be mandated to access various student support services.

## **Speech Day**

Speech Day is the School's closing ceremony and prize giving (see *Appendix C: Speech Day Awards* for a listing of prizes and criteria). Typically, this event happens on the third Friday in June and the date is always disclosed to families, along with other important events in the calendar, well before the start of the new academic year. Please be advised that, historically, attendance at Speech Day is compulsory for all students. The day is usually finished around 3:00 p.m. and students are expected to leave campus at that time. The School moves quickly into summer program and maintenance mode. All possessions should leave with students unless special arrangements, for returning students only, are made with the head of house. Students with later flights must arrange to stay with relatives or a designated guardian until the flight.

## APPENDIX A: Course of Study 2023-2024

Full outlines of course of study for every credit offered in the TCS Senior School may be found online at <http://tcs.on.ca/courses>.

Ontario Ministry of Education curriculum policy documents may be found online at <http://www.edu.gov.on.ca/eng/curriculum/secondary/>.

### Advanced Placement Capstone Diploma

The Advanced Placement (AP) Capstone Diploma™ is a two-year program of study for Grade 11 and 12 students that focuses on critical thinking, collaborative problem solving and research skills in a cross-curricular context. The AP Capstone Diploma further enriches Ontario Secondary School Diploma course work.

The two-course sequence of the Advanced Placement (AP) Capstone Diploma course is organized around five big ideas, which will help students develop, refine and apply critical thinking, writing and speaking skills:

1. Question and explore (challenge and expand the boundaries of the student's current knowledge)
2. Understand and analyze arguments (contextualize arguments and comprehend author's claims)
3. Evaluate multiple perspectives (consider individual perspectives and the larger conversation of varied points of view)
4. Synthesize ideas (combine knowledge, ideas and the student's own perspective into an argument)
5. Team, transform and transmit (collaborate, reflect and communicate the student's argument in a method suited to the audience)

The majority of student work in the AP Capstone program is graded externally by the College Board on a scale of 1 (not qualified) to 5 (extremely well qualified). Students will earn one Ontario Ministry of Education credit for each full-year AP course successfully taken at TCS.

To be eligible for the **AP Capstone Certificate**, students must earn scores of 3 or higher on AP Seminar and AP Research.

To be eligible for the **AP Capstone Diploma**, students must earn scores of 3 or higher on AP Seminar, AP Research, and *four additional AP courses/exams*.

### **Grade 12 Challenge and Change in Society (HSB4UA, with AP Seminar extension)** [for Grade 11 students]

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

*Best preparation: Strong learning skills in Grade 10, intellectual curiosity and a commitment to attaining the AP Capstone Certificate or Diploma*

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

Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry

framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. (*AP Seminar Course and Exam Description*, 2020)

### **Grade 12 Interdisciplinary Studies (IDC4UA, with AP Research extension) [for Grade 12 students]**

*Prerequisite: AP Seminar*

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic and mass media resources; to analyze historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products and communicate new knowledge.

AP Research allows students to deeply explore an academic topic, problem or issue of individual interest. Through this exploration, students design, plan and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing and synthesizing information as they address a research question. Students explore their skill development, document their processes and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4,000–5,000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. (*AP Research Course and Exam Description*, 2020)

## **The Arts**

### **Music**

#### **Grade 10 Instrumental Music (Beginner or Advanced) (AMU2OB and AMU2OA)**

*Prerequisite: None*

*Best preparation: The advanced course is intended for students who have at least one year of experience on a musical instrument and who wish to continue studying that instrument. The ability to read rudimentary musical notation is essential.*

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. (*The Arts – The Ontario Curriculum Grades 9 and 10*, 2010)

The pace in this class is fast and students are expected to devote time to individual practice on a consistent schedule. All students will work on developing technical skills on their instrument and then applying these skills in concert band, small ensemble and solo repertoire. The study and application of music theory is an integral part of this course that gives students a greater level of insight into how music is created, performed and produced.



There is a comprehensive listening component to this course that engages the student's imagination and analytical skills in a wide variety of musical styles from classical and jazz to rock and pop music.

At TCS, students will also be exposed to a variety of professional performers in a wide range of settings. Activities such as hand-drumming, improvisation, ear-training, music theory, composition, listening and research will be included to enrich the student's musical experience. All students in this course will perform as a part of the Concert Band.

### **Grade 10 Guitar (AMG2O)**

*Prerequisite: None*

This course provides students with a practical and theoretical introduction to the guitar. Students will explore the evolution of the guitar and its key players through performance repertoire that is reflective of various styles, cultures and genres. Elements of music theory and ear training will be used in the context of composition and improvisation.

This course provides students with an introduction to practical and theoretical aspects of guitar performance. Students will learn repertoire in classical and popular styles, with emphasis on playing with technique and expression. Students enrolled in this course do not need previous experience on the guitar in order to find success.

Throughout the duration of the course, students will: identify guitar parts and equipment, learn to tune their guitar, develop proper left- and right-hand technique, perform classical repertoire in small and large ensembles, perform popular repertoire solo, read standard musical notation and tablature, and experiment with improvisation and composition. Additionally, theory and ear training will accompany performance studies. Analytical listening activities will allow for critical thinking and collaboration between students, fostering an understanding of various musical styles and genres, as well as the societal context in which they were created. Practice skills will be reinforced and monitored throughout the year as an essential part of becoming an independent musician.

### **Grade 11 Guitar (AMG3M)**

*Prerequisite: AMG2O or permission of the arts department*

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis and performance of music, including traditional, commercial and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis process when reflecting on, responding to and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. (*The Arts – The Revised Ontario Curriculum Grades 11 & 12*)

Grade 11 Intermediate Guitar will continue to facilitate opportunities for students to develop their individual musicianship through performance, composition and musical knowledge. Students will expand their understanding of the guitar fret board; permutations of bar chords and scale positions will develop a well-rounded understanding of the instrument's melodic and harmonic capabilities. Song writing will be used to reinforce many of the theoretical concepts covered, and open/alterd tunings will be explored as a means to unlock the sonic capabilities of the instrument. Students enrolled in AGM3M will develop the recording skills required to capture and distribute their own music.

This course will continue to build on practical and theoretical skills taught in AMG2O. Students will develop the creative process through composition and improvisation, and critically analyze recordings of themselves and others. They will consider the function of music in society and the impact of music on individuals and communities.

Throughout the duration of the course, students will further develop their technique through scales, studies and pieces, and expand their ability to read standard notation and tablature up the guitar neck. More complex chord progressions and strumming patterns will be introduced, as well as opportunities for song writing, arranging and recording. Students will analyze various pieces of music and their relationship to different cultures and world issues.

If a student plays more than one instrument, this course can possibly accommodate this through a multi-instrumentalist approach. Practice skills will be reinforced and monitored throughout the year as an essential part of becoming an independent musician.

### **Grade 11 Music (AMU3M)**

*Prerequisite: AMU1O or AMU2O*

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

In Grade 11, students are introduced to a variety of musical roles that musicians play in the professional world, from sectional player to soloist, in a variety of styles. Styles that are covered and worked on include classical, jazz and pop music.

If a student plays more than one instrument, in most cases, this course can accommodate this multi-instrumentalist approach. Practice skills will be reinforced and monitored throughout the year as an essential part of becoming an independent musician.

Every student may audition for any of the ensembles offered through the music department. These ensembles include: Wind Ensemble, Jazz@4, Trinity Singers, String Ensemble, Drumline and Guitar Ensemble. The class will attend live performances and perform in concerts and festivals.

### **Grade 12 Music (AMU4M)**

*Prerequisite: AMU3M*

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

This course is the culmination of students' musical studies and is intended to engage all aspects of their musicianship. This course is open to students of any instrument with the acceptable prerequisite. Students will work on performance individually and in small ensembles in a variety of styles including classical, jazz and contemporary music. Music theory, listening, history and analysis will concentrate on the music of the late 19<sup>th</sup> and 20<sup>th</sup> centuries. Each student will plan an independent study project that will allow the student a chance to develop a major concentration in an area of musical interest. A high degree of student leadership in the course will develop independence in thought and action and result in an exciting musical experience for each student.

If a student plays more than one instrument, in most cases, this course can accommodate this multi-instrumentalist approach. Every student may audition for any of the ensembles offered through the music department. These ensembles include: Wind Ensemble, Jazz@4, Trinity Singers, String Ensemble, Drumline and Guitar Ensemble.

## **Visual Arts**

### **Grade 10 Visual Arts (AVI2O)**

*Prerequisite: None*

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

This course introduces students to the foundations of visual vocabulary and art-making processes through the exploration of a wide variety of artistic media in both two and three-dimensional forms. Through active and experiential learning opportunities students engage in the creative process as they challenge their critical thinking and problem-solving skills through a fine art lens. Studio assignments provide students with the opportunity for achievement and recognition as the course transcends simply studying art because students *make* art, which is celebrated and showcased throughout the school grounds in a professional manner. This rotating display of artwork allows students to achieve recognition and gain self-confidence in their ideas, creativity and productivity. Participation in studio work also encourages students to think openly and build assurance in their opinions and beliefs about the post-modern, image-saturated world they live in.

To supplement student understanding and appreciation of the visual arts as an intellectual discourse, art history is taught as complementary to independent and collaborative art making. Students also participate in class trips to local galleries and museums in order to further their understanding of the artist and the artist's role socially, both in the past and present.

### **Grade 11 Visual Arts (AVI3M)**

*Prerequisite: AVI1O or AVI2O*

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting and printmaking, as well as the creation of collage, multimedia works and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

The visual arts department provides a well-rounded experience, including opportunities for exhibitions, inside and outside the school environment. Students are exposed to a variety of media. They explore assemblage sculpture, watercolour, pen and ink, charcoal drawing, monotype using the etching press, printmaking, lino-cut printmaking, collage, acrylic painting and oil painting. Image making will never disappear because it is a reflection of mankind's need to symbolize and create meaning. TCS focuses on the "beehive" environment which fosters critical thinking and creative problem solving. Learning in this environment is a collaborative experience where each student constantly sees what everyone is producing.

### **Grade 11 Media Arts (ASM3M)**

*Prerequisite: ASM2O*

*Best Preparation: TGJ2O*

This course focuses on the development of media arts skills through the production of artworks involving traditional and emerging technologies, tools and techniques such as new media, computer animation and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media artworks, and critically analyze the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture and values.

To fulfill the course expectations students create a number of thrilling and unique media pieces. For print media, students will create a David Hockney joiner of a location on campus, an Andy Warhol silkscreen-like print in the Marilyn Monroe style, a Roy Lichtenstein comic book panel print, an eerie 1850s style spirit print and, finally, a powerful photomontage in the style of John Heartfield. In the surreal animation unit, students will create two short animation films along with a production credit to go at the beginning or end of their films. The spring term finds students writing a three-act screenplay, creating accompanying storyboards then shooting their short black and white film. The culminating project is putting together a portfolio of their year's work that also contains reflections on each of their media pieces.

### **Grade 12 Visual Arts (AVI4M)**

*Prerequisite: AVI3M*

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

The visual arts department provides a well-rounded experience, including opportunities for exhibitions, inside and outside the school environment. Students are exposed to a variety of media. They explore assemblage sculpture, watercolour, pen and ink, charcoal drawing, monotype using the etching press, collograph printmaking, lino-cut printmaking, collage, acrylic painting and oil painting. Image making will never disappear because it is a reflection of mankind's need to symbolize and create meaning. TCS focuses on the "beehive" environment which fosters critical thinking and creative problem solving. Learning in this environment is a collaborative experience where each student constantly sees what everyone is producing.

### **Grade 12 Visual Arts – Visual Design (AWD4MA, with AP Studio Art extension)**

*Prerequisite: AVI3M*

This is an advanced studio course and is for senior students who have significant skill in drawing and design and who may plan to continue with any form of further post-secondary study in art or architecture. As a summative assessment, students must submit a portfolio of original works that fulfils the following requirements:

- Actual pieces in the quality section (the best work the student has produced to date).
- 12 photographic slides (a digital camera is required) documenting the highest quality work showing great breadth (the greatest possible variety of approaches, media, methods, subjects) within a 2-D format. Any form of 2-D art that is handmade is eligible for this portfolio.

- 12 photographic slides documenting the highest quality work produced within a “concentration” or focussed area of study. A short written essay outlining the nature of the student’s investigation into a chosen theme accompanies the images.

Consequently, students will demonstrate skill in drawing and design, and will choose a direction of individual interest, show artistic growth, as well as build research files of contemporary artists and attend mandatory evening life drawing classes.

The visual arts department provides a well-rounded experience, including opportunities for exhibitions, inside and outside the school environment. Students are exposed to a variety of media. They explore assemblage sculpture, watercolour, pen and ink, charcoal drawing, monotype using the etching press, collograph printmaking, lino-cut printmaking, collage, acrylic painting and oil painting. Image making will never disappear because it is a reflection of mankind’s need to symbolize and create meaning. TCS focuses on the “beehive” environment which fosters critical thinking and creative problem solving. Learning in this environment is a collaborative experience where each student constantly sees what everyone is producing.

## **Drama**

### **Grade 10 Drama (ADA2O)**

*Prerequisite: None*

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

### **Grade 11 Drama (ADA3M)**

*Prerequisite: ADA1O or ADA2O*

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

The Grade 11 Drama program provides students with a historical survey of the dramatic arts and theatre history through the exploration of plays and playwrights across the history of theatre. From the Greeks, through Shakespeare, and on to the modern masters, students will explore, through performance, the unique aspects of theatre found in a variety of genres.

### **Grade 12 Drama (ADA4M)**

*Prerequisite: ADA3M*

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

The Grade 12 Drama program provides students with a historical survey of the dramatic arts and theatre history through the exploration of plays and playwrights across the history of theatre with a general focus on the origins

of comedy. From the commedia dell'arte, through Chaplin, and on to the modern masters, students will explore, through performance, the unique aspects of theatre found in a variety of genres.

## **Computer Studies**

### **Grade 10 Digital Technology and Innovations in the Changing World (ICD2O)**

*Prerequisite: None*

All Grade 9 students must complete Grade 10 Digital Technology and Innovations in the Changing World (ICD2O) as a formal TCS academic requirement, as outlined on page 3 of this document. A key competency for young people is digital literacy related to basic programming, artificial intelligence, cybersecurity and emerging digital technologies. The course introduces students to the hardware and software technologies that can support them in a wide range of fields and careers.

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

### **Grade 10 Digital Technology and Innovations in the Changing World (ICD2OA, with AP Computer Science Principles extension)**

*Prerequisite: None*

This course is offered as a concurrent extension opportunity for students enrolled in Grade 10 Digital Technology and Innovations in the Changing World (ICD2O). In the fall, students enrolled in ICD2O will be able to attend additional classes during flex blocks in order to work on Advanced Placement computer science enrichment material. The AP material promotes deep learning of computational content, develops computational thinking skills and engages students in the creative aspects of the field. It covers all of the above material in ICD2O while also exposing students to further computer science concepts such as big data and app development. The course is unique in its focus on fostering students to be creative, as students will produce two artifacts during this course, which will be externally assessed by the College Board.

### **Grade 10 Communication Technology (TGJ2O)**

*Prerequisite: None*

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

With the world being so media driven it is imperative that students know how to create visually compelling work that will stand up to scrutiny in the real world. In this course, students learn the basics of visual composition by working with Photoshop in the creation of videogame graphics as well as photo manipulation and poster layout. They also explore recording audio for radio commercials and podcasts. As a culminating project the students

create an intensive five-minute video documentary, a challenging project that allows students the satisfaction of seeing what they are able to accomplish and create on their own.

### **Grade 11 Communication Technology (TGJ3M)**

*Prerequisite: None*

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

At TCS, this course specifically addresses the multi-faceted needs of beginning journalism and graphic arts students by introducing them to aspects of publication, photography and design. Students will demonstrate skills in areas including layout and design, photography, graphic design and video. Students will also study and master relevant digital software, explore careers, and analyze the importance of lifelong learning and the impact of communications technology, especially photography and video, on society.

Students begin by reviewing basic image creation techniques as well as optical theory and discuss what makes certain images powerful and memorable. Students will then apply the elements and principles of photography in developing techniques to capture, manipulate and edit images. By acquiring and mastering basic optic principles, technical controls and lighting techniques to generate photographic images, students will aim to create photographs that are well composed and interesting. Photographs will also be used to produce various other media such as magazine covers and postcards.

Video pre-production, production and post-production will also be introduced. Students will review basic shots and camera movements, while exploring special effects techniques to create a completed video project.

### **Grade 11 Introduction to Computer Science (ICS3U)**

*Prerequisite: None*

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

Students will learn how to code powerful programs that solve everyday problems. Some of the exciting things students will get to tackle include:

- Decoding DNA patterns into proteins
- Creating simulations and video games
- Building microcontrollers to build fans, alarms and other gadgets

Through these activities students will learn the power of computer science and its applications in our lives.

## **Grade 12 Communications Technology (TGJ4M)**

*Prerequisite: TGJ3M*

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded and graphic communications. Students may work in the areas of TV, video and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

Ever wonder what it takes to be a director of a live event like the Academy Awards? In this course, students get the opportunity to professionally record many of the important events held at the School while both earning a credit and learning first-hand about the world of live video production and recording. In production teams, students also take on the role of journalist and produce news broadcasts throughout the year. Students will develop and hone the skills required for managing large, multifaceted, real-world projects. Students can choose from a variety of leadership roles, including director, production manager, technician and news anchor. In short, students will get to apply their newfound communications technology knowledge on worthwhile projects that are both entertaining and fulfill a need for the School.

## **Grade 12 Computer Science (ICS4UA, with AP Computer Science A extension)**

*Prerequisite: ICS3U*

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully-documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyze algorithms for effectiveness. Emphasis will be placed on computing competitions, including the Canadian Computing Competition and the Educational Computing Organization of Ontario competition.

## **English**

### **Grade 9 English (ENL1W)**

*Prerequisite: None*

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

The Grade 9 English program stimulates the students' interest in the world of literature and develops their powers of self-expression. Through an intensive and structured study of grammar, vocabulary, media, creative writing (a wide variety including description, exposition, narration and poetry composition) and oral skills (debate and speech), students will learn to build convincing arguments, communicate effectively and read with a critical eye. The course also cultivates an environment of critical thinking and analytical skills when studying and exploring a variety of media. Students will be introduced to a diverse range of both teacher and student selected texts representing a range of perspectives.

Unlike many other English programs, this Grade 9 program is centered on TCS's "habits of the heart": perseverance, courage, creativity, compassion and integrity. Students will look through both classic and modern



texts, poetry, media, advertisements and a variety of other resources with a critical eye and through the lenses of integrity, compassion, perseverance and courage. Through use of conferencing, the writing process, discussions and literature circles, the Grade 9 program teaches students to think critically and act creatively to show understanding and connections in texts while understanding the importance and universality of the five habits. Complemented well by the Touchstones Discussion Project program at TCS, students will be encouraged to ask questions, lead discussions and make connections to themselves, texts and the world around them.

### **Grade 10 English (ENG2D)**

*Prerequisite: ENG1D, ENG1P or ENL1W*

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

The Grade 10 English course encourages students to experience a wide range of literature. Students will focus on a variety of grammar, vocabulary, media, creative writing and oral skills. Students will learn to craft effective, well-supported arguments, communicate persuasively and read critically. The course emboldens an environment of critical thinking and analytical skills while examining and considering a variety of media. The Grade 10 program will be unique in that a number of course resources will be chosen by students and will focus on topics pertinent to their daily lives.

### **Grade 10 English (ENG2DT, Integrated Studies) – integrated course with CHC2DT**

*Prerequisite: ENG1D or ENL1W*

*Co-requisite: Integrated course with CHC2DT*

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

In Grade 10, students may opt to take a cross-curricular Grade 10 Canadian History/English travel education course. Lessons will be delivered both in the classroom as well as at various locations away from TCS throughout the academic year. The course is designed to enrich Canadian history and English for the students involved. To this end, the literature studied in English (Joseph Boyden's *Three Day Road* and Art Spiegelman's *Maus I and II*) is selected to support the curriculum taught in Grade 10 Canadian History. There is no doubt that this cross-curricular approach enhances learning.

### **Grade 11 English (ENG3U)**

*Prerequisite: ENG2D*

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

This course is global in its focus and features texts, people and ideas drawn from all over the world. In this course, students will read Khaled Hosseini's *The Kite Runner*, William Shakespeare's *Hamlet* and a text from a selection of offerings by the teacher. This course allows students to build upon the foundations established in Grades 9 and 10. Students are encouraged to develop increased academic independence through deeper engagement and critical thinking; they choose literature that appeals to them personally. A focus of the course is developing precision and clarity in their communication skills, both orally and in writing. To this end, all students take part in the Public Speaking Competition, which provides students the opportunity to present a speech on an internationally significant figure. Moreover, this course develops fundamental academic writing skills with an emphasis on literary essays, analysis, creativity and précis. The use of media is incorporated into the course in a variety of ways such as student-generated podcasts. While encouraging greater independence, collaboration is an integral part of lifelong learning; it is fostered through seminars, group work and Harkness discussions. The objective of the course is to prepare students for the compulsory Grade 12 university or college preparation course.

### **Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices (NBE3U)**

*Prerequisite: ENG2D*

This course explores the themes, forms and stylistic elements of a variety of literary, informational, graphic, oral, cultural and media text forms emerging from First Nations, Métis and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical- and creative-thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

### **Grade 11 English (ENG3UA, with AP English Language and Composition extension)**

*Prerequisite: ENG2D*

This course is designed for students with a keen interest and strong background in the art of rhetoric, specifically found in non-fiction texts and various forms of media. It qualifies students for the Ontario Ministry of Education credit for ENG3U and prepares them for the Advanced Placement exam in English Language and Composition. This course is the study of strategies employed by writers, speakers and thinkers in their endeavour to communicate their message. The course is intended to enhance students' abilities to critically analyze and appreciate non-fiction writing through an intensive study of essays, letters, cartoons, videos, songs and non-fiction novels. Students will be exposed to the development of knowledge and skills in close reading, literary terminology, essay writing, and the type of seminar-style discussion that students will encounter at university.

### **Grade 12 English (ENG4U)**

*Prerequisite: ENG3U or NBE3U*

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

This course is global in its focus and features texts, people and ideas drawn from all over the world. It allows students to build upon the foundations established in Grades 9, 10 and 11. They will study two different themes

during the course of the year. Students will choose their themes and be taught by different teachers in each half of the year.

Students are encouraged to develop increased academic independence through deeper engagement and critical thinking; they choose literature that appeals to them personally. A focus throughout the course is developing precision and clarity in their communication skills, both orally and in writing. To this end, all students give presentations related to the specific theme they are studying. Moreover, this course continues to develop fundamental academic writing skills with an emphasis on literary essays, analysis, creativity and précis. While encouraging greater independence, collaboration is an integral part of lifelong learning; it is fostered through seminars, group work and Harkness discussions.

### **Grade 12 English (ENG4UA, with AP English Literature and Composition extension)**

*Prerequisite: ENG3U or NBE3U*

This course is designed for students with a keen interest and strong background in English literature. It qualifies students either for the Ontario Ministry of Education credit for University Preparation English (ENG4U) or English Studies in Literature (ETS4U) and prepares them for the Advanced Placement exam in English Literature and Composition. It can be taken instead of Grade 12 English (in which case the student earns the ENG4U credit by completing this course) or, if a student has already completed Grade 12 English, the student may take this course and earn the ETS4U (Studies in Literature) credit. The course is intended to enhance students' abilities to critically analyze and appreciate literature through an intensive study of a wide variety of poems, novels and plays. Through the development of knowledge and skills in close reading, literary terminology, essay writing, and the type of seminar-style discussion that students will encounter at university, this course focuses not just on what literary texts mean to us but also on *how* they mean what they mean to us.

The course will foster independent study by requiring students to focus on texts of their own choice as well as those on the course reading list, which may include Margaret Atwood's novel *Oryx and Crake*, Tom Stoppard's play *Rosencrantz and Guildenstern Are Dead*, Lorraine Hansberry's play *A Raisin in the Sun*, F. Scott Fitzgerald's novel *The Great Gatsby*, Henrik Ibsen's play *A Doll's House*, William Shakespeare's play *Richard II*, approximately 15-20 poems from the Elizabethan period to the present day, and an independent study novel chosen from either the 18<sup>th</sup> or 19<sup>th</sup> century.

### **The Writer's Craft (EWC4U)**

*Prerequisite: ENG3U or NBE3U*

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

### **Ontario Secondary School Literacy Course (OLC4O)**

*Prerequisite: 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. If students are successful on the OSSLT, they are not eligible to take the course (except under special circumstances, at the discretion of the academic office).*

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.

The OLC4O course is designed to help Grade 12 students develop important literacy skills, including reading a variety of texts, writing in different forms, and identifying common grammatical forms and structures. These skills will not only help students pass the OSSLT, a required part of graduating in Ontario, but will also help students in their courses across disciplines as reading and writing are vital interdisciplinary skills.

## **English as a Second Language**

### **English as a Second Language, Level 4 (ESLDO)**

*Prerequisite: None*

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

The English as a Second Language course at TCS is a skill-based course that focuses on language development in the broader context of school life and other academic courses. Students will have the opportunity to develop their English and study skills in conjunction with major school events, such as learning the skills of debating when House Debates are occurring, learning about Canadian heroes prior to the Terry Fox Run, practicing oral-presentation skills as they are preparing their Public Speaking Contest speeches for English class, and learning referencing and research as they write Canadian history papers. As a result, the course is comprehensive in its content and focuses on how the language and study skills developed can improve students' language and enhance their overall life at school and in Canada.

Through discussions on current events, reading student-selected texts, studying grammar in context, daily writing, and learning pre- and post-reading skills, students will improve their language ability and learn skills to improve their language abilities both within and outside the classroom.

### **English as a Second Language, Level 5 (ESLEO)**

*Prerequisite: None*

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

The English as a Second Language course at TCS is a skill-based course that focuses on language development in the broader context of school life and other academic courses. Students will have the opportunity to develop their English and study skills in conjunction with major school events, such as learning the skills of debating when House Debates are occurring, learning about Canadian heroes prior to the Terry Fox Run, practicing oral-presentation skills as they are preparing their Public Speaking Contest speeches for English class, and learning referencing and research as they write Canadian history papers. As a result, the course is comprehensive in its content and focuses on how the language and study skills developed can improve their language and enhance their overall life at school and in Canada.

Through discussions on current events, reading student-selected texts, studying grammar in context, daily writing, and learning pre- and post-reading skills, students will improve their language ability and learn skills to improve their language abilities both within and outside the classroom.

## **Guidance and Academic Support**

### **Grade 10 Learning Strategies 1: Skills for Success in Secondary School (GLE20)**

*Prerequisite: Recommendation of director of academic support*

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

Learning strategies courses facilitate teaching and learning situations and conversations that promote self-advocacy and independence. This course is designed to augment other teaching and learning opportunities in supporting students' pursuit of academic achievement, responsibility and personal well-being. At TCS, this course is founded on the belief that all students can thrive when provided with learning activities that develop resiliency, communication skills and problem-solving skills. Learning strategies courses are intended to provide additional support for students to become successful lifelong learners.

Learning strategies courses are designed to support students in developing understandings, literacies, skills and values to be successful learners across all curriculum areas. This course directly involves students in response to their needs and in support of their course of study. In collaboration with teachers, residential faculty, peers, academic support staff and parents, support is engaged and strategies are introduced, developed and applied. Progressively, students gain confidence, independence and success in subject areas.

Overall, learning strategies courses support the development and acquisition of a variety of life skills and strategies aimed at building motivation, autonomy, initiative, self-advocacy, time management, goal setting and academic achievement. Students will be challenged with opportunities to understand and value these necessary academic skills for collaboration, critical thinking and improvement of literature interpretation and the written word. Through experiential and collaborative activities, assistive technology, peer to peer mentoring and integration of course work with all TCS subject areas, students with identified learning needs will grow in confidence, knowledge and ability in tackling the breadth of their academic program.

### **Grade 11 Advanced Learning Strategies: Skills for Success after Secondary School (GLE30)**

*Permission to enrol in this course is required from the academic support department*

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

### **Grade 10 Career Studies (GLC20) – 0.5 credit**

*Prerequisite: None*

The purpose of the Career Studies course is to equip students to intelligently and purposefully interact with their world (now and in the future) so that they live, work and participate in it as satisfied and contributing members of

society. Student learning will include assessing their own knowledge, skills and characteristics and investigating economic trends, workplace organization, work opportunities and ways to search for work. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals.

## **Health & Physical Education**

### **Grade 9 Healthy Active Living Education (PPL10)**

*Prerequisite: None*

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

The expectations for the course are organized into three distinct but related strands – “Active Living,” “Movement Competence” and “Healthy Living.” Integral to expectations in all these strands is a further set of expectations, presented at the start of each grade. These are the *living skills* – the personal, interpersonal, and critical and creative thinking skills that are essential to the achievement of expectations in the three strands. Student learning related to the living skills expectations takes place in the context of learning related to the other three strands and should be assessed and evaluated within these contexts.

The “Movement Competence” strand of the course follows the TGfU (Teaching Games for Understanding) model in order to provide a wide range of activities to the students while being able to relate many of the strategies and movement concepts to similar activities. Within this model there are four games categories: striking/fielding, territory, net/wall and target. This approach is designed to enhance the student’s appreciation of the game, along with teaching the student tactical awareness and decision-making strategies. In turn, this is intended to increase the desire to learn techniques and skills to improve game performance. In addition, this course also provides the students the opportunity to participate in body movement activities that enable them to learn how to control, coordinate, balance and move their bodies in space. Students will have the opportunity to use a variety of facilities such as the gymnasiums, tennis courts, beach volleyball courts, sports fields and arena.

The “Active Living” strand of the course focuses on goal setting and safety practices that can be applied to many areas of one’s life. The acronym SMART (specific, measurable, attainable, realistic, time-framed) is used in order to present the students with a logical way of planning out a goal. With activity specific goal setting, the acronym FITT (frequency, intensity, time, type) is used in conjunction with SMART to provide students a way of organizing the variety of activities they plan on doing to obtain their goal. Safety in many areas of life is touched upon in a variety of ways throughout the year in this course. Before and while participating in activities, students are informed of and practice the important ways of making games safe for both them and others in a variety of different environments. Students are also taught an understanding of how to deal with emergency situations related to physical activities and an understanding of cardiopulmonary resuscitation (CPR) techniques and when and how to use them.

The “Healthy Living” strand will focus on four main areas of learning: healthy eating, personal safety, substance use and addictions, and human development and sexual health. All areas will cover the understanding of health concepts, making healthy choices and making connections for healthy living. An opportunity for collaboration

exists with the computer studies department where the students may design posters on a variety of health awareness topics.

The “Living Skills” strand of the course focuses on the skills needed to develop resilience and a secure identity and sense of self, through opportunities to learn adaptive, management and coping skills, to practice communication skills, to learn how to build relationships and interact positively with others, and to learn how to use critical and creative thinking processes.

The knowledge and skills acquired in health education and physical education form an integrated whole that relates to the everyday experiences of students and provides them with the physical literacy and health literacy they need to lead healthy, active lives.

The course concludes with a final summative where the students submit three separate documents on the topics of “Active Living,” “Movement Competence” and “Healthy Living.”

### **Grade 10 Healthy Living and Large Group Activities (PAL2O – emphasis on ice hockey)**

*Prerequisite: None*

*Note: In 2024-2025 this course will be replaced with Grade 10 Healthy Living and Personal and Fitness Activities (PAF2O)*

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

Students will have the opportunity to consolidate the skills and strategies learned in the Grade 9 HPE course. This course will develop the necessary skills to enjoy and appreciate activities related to hockey in a safe and respectful manner. Along with the development of technical skills, there will be a focus on hockey and the unique preparation and social issues that surround the sport of hockey and other large group games.

### **Grade 10 Healthy Active Living Education (PPL2O)**

*Prerequisite: None*

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

Students will have the opportunity to consolidate the skills and strategies learned in the Grade 9 HPE course. In this course, students will visit facilities within the Northumberland County community in order to experience a number of sports and activities that are new to students. This course can provide a chance to experience the calmness of yoga, the satisfaction of hitting a badminton bird or a golf ball, the exhilaration of Nordic skiing and the sense of control when students can have input into how they will stay fit. If students want to stay in shape and to challenge themselves (not someone else or another team), this course provides a supportive environment for students who like setting, focusing on and achieving personal goals.

### **Grade 11 Healthy Active Living Education (PPL3O)**

*Prerequisite: None*

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

### **Grade 11 Healthy Living and Outdoor Activities (PAD3O)**

*Prerequisite: None*

This course enables students to further develop the knowledge and skills they need to make healthy choices now and to lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own wellbeing is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The focus of this course is outdoor activities and students will be encouraged to develop personal competence in a variety of skills related to outdoor pursuits. Examples of these activities could include canoeing, biking, campsite management, snowshoeing and orienteering.

The outdoor education course at TCS is designed to provide a challenge to students in which they discover new personal limits and push themselves physically, emotionally and socially outside of the classroom. Over the course of the year, students participate in a wide variety of outdoor activities that teach the skills necessary to travel and stay safely in the wilderness. Throughout each unit, students are provided with an opportunity that is unique and generally not covered in other health and physical education courses.

At the conclusion of the course, students head out on an overnight expedition as a culminating activity to showcase all of the skills they acquire throughout the year.

### **Grade 12 Introductory Kinesiology (PSK4U)**

*Prerequisite: Any Grade 11 course in science; or Grade 11 or Grade 12 HPE open course*

Kinesiology is a field of study that encourages personal application of the concepts learned in the classroom. Students can take what they learn and utilize it to create positive changes in their own lives and in the lives of others in areas such as nutrition, exercise, sport participation and coaching. Concepts, best practices, skills and techniques learned in Grade 12 Introductory Kinesiology will last a lifetime.

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

### **Grade 12 Recreation and Healthy Active Living Leadership (PLF4M)**

*Prerequisite: Any health and physical education course*

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize and safely implement



recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their wellbeing. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

This course offers students opportunities to learn about and experiment with leadership styles and techniques. They will be given numerous opportunities to lead their peers and reflect on the challenges involved in leading a group. Theories of leadership and how to become a better leader and group member will be stressed. Students will have the opportunity to work one on one as a fitness mentor as well as being involved with larger groups. The culminating activity will see students organize and implement a school-wide event, where they will be responsible for every detail of the event. This course is not only for athletes but also for students who wish to develop their skill set for a modern and changing world, where their interpersonal skills (or soft skills) will be an integral part of their success.

## **Languages & Culture**

### **French**

#### **Grade 9 Core French (FSF1D)**

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

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

The department of languages and culture of Trinity College School believes that language learning must be immediately practical and of lasting value to our students. This course emphasizes the concurrent development of oral communication, reading and writing skills using a broad-based theme such as the media. The Grade 9 Core French course emphasizes activities that are practical and concrete; offering opportunity to further develop language skills and confidence as well as an understanding of how languages function in a global context. It is the aim of the Grade 9 Core French course to develop knowledge and skills to enable students to:

- Communicate effectively
- Understand French language and culture
- Express their ideas clearly
- Analyze and appreciate what they read
- Think logically

The ability to communicate in French, one of Canada's two official languages, provides students with a distinct advantage in a number of careers both in Canada and internationally.

The Grade 9 French program helps students to build on their backgrounds and enthusiasm for their second language. Classroom activities incorporate language structure elements and vocabulary building to promote confidence in listening and speaking. Students focus on the use of descriptive vocabulary and express themselves in general day-to-day conversation; Grade 9 topics of focus include family & friends, holidays & celebrations,

food & dining and leisure activities. Members of Grade 9 classes collaborate to make creative presentations in the form of a class newscast *en français*. Students gain perspective on the place of second languages in the world, as well as elements of culture that apply to francophones across the globe.

### **Grade 9 Core French (FSF1DE, Enriched extension)**

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

*Best Preparation: Extensive previous French language instruction or equivalent*

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

The department of languages and culture of Trinity College School believes that language learning must be immediately practical and of lasting value to our students. This course emphasizes the concurrent development of oral communication, reading and writing skills using a broad-based theme such as the media. The Grade 9 Core French – Enriched course emphasizes activities that are practical and concrete; offering opportunity to further develop language skills and confidence as well as an understanding of how languages function in a global context.

It is the aim of the Grade 9 Core French course to develop knowledge and skills to enable students to:

- Communicate effectively
- Understand French language and culture
- Express their ideas clearly
- Analyze and appreciate what they read
- Think logically

The ability to communicate in French, one of Canada's two official languages, provides students with a distinct advantage in a number of careers both in Canada and internationally.

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### **Grade 10 Core French (FSF2D)**

*Prerequisite: FSF1D*

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

The department of languages and culture of Trinity College School believes that language learning must be immediately practical and of lasting value to our students. This course emphasizes the concurrent development of oral communication, reading and writing skills using a broad-based theme such as the media. Students enhance their ability to understand and speak French through conversations, discussions and presentations. At the Grade 10 level, they also enjoy the benefits of developing specialized thinking and problem-solving skills necessary to thrive in a second language environment. The Grade 10 Core French – Enriched course emphasizes activities that are practical and concrete; offering opportunity to further develop language skills and confidence as well as an understanding of how languages function in a global context.

The Grade 10 French program extends from the foundation built in Grade 9 and helps students to build on their backgrounds, knowledge and enthusiasm for their second language. Classroom activities incorporate language structure elements and vocabulary building to promote confidence in listening and speaking. Students express themselves in general day-to-day conversation; Grade 10 topics of focus include travel & vacations, health & fitness, home life and technology. Members of Grade 10 classes express themselves creatively in the form of short videos they develop and perform. Students gain perspective on the place of second languages in the world, as well as elements of culture that apply to francophones across the globe.

### **Grade 10 Core French (FSF2DE, Enriched extension)**

*Prerequisite: FSF1DE or equivalent and/or permission from the languages and culture department*

*Best preparation: Extensive previous French Language instruction or equivalent; 80% or higher in FSF1DE is recommended*

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

The department of languages and culture of Trinity College School believes that language learning must be immediately practical and of lasting value to our students. This course emphasizes the concurrent development of oral communication, reading and writing skills using a broad-based theme such as the media. Students enhance their ability to understand and speak French through conversations, discussions and presentations. At the Grade 10 level, they also enjoy the benefits of developing specialized thinking and problem-solving skills necessary to thrive in a second language environment. The Grade 10 Core French – Enriched course emphasizes activities that are practical and concrete; offering opportunity to further develop language skills and confidence as well as an understanding of how languages function in a global context.

The Grade 10 French program extends from the foundation built in Grade 9 and helps students to build on their backgrounds, knowledge and enthusiasm for their second language. Classroom activities incorporate language structure elements and vocabulary building to promote confidence in listening and speaking. Students express themselves in general day-to-day conversation; Grade 10 topics of focus include travel & vacations, health & fitness, home life and technology. Members of Grade 10 classes express themselves creatively in the form of short videos they develop and perform. Students gain perspective on the place of second languages in the world, as well as elements of culture that apply to francophones across the globe.

### **Grade 11 Core French (FSF3U)**

*Prerequisite: FSF2D or equivalent*

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading and writing skills, as well as their

creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

The department of languages and culture at Trinity College School believes that language learning must be immediately practical and of lasting value to our students. The study of a modern language gives students the opportunity not only to learn or further develop an additional language but also to enrich their understanding of how languages function and to develop sensitivity to other peoples and cultures. It is the aim of the French program to provide opportunities for students to develop communication skills in the language, an awareness of how languages function and sensitivity to French Canada.

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their readings of a variety of materials, including a short novel or a play. Students will produce various written assignments and compositions. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. (*The Ontario Curriculum, Grades 11 and 12, French As a Second Language, Core, Extended, and Immersion French, 2000, p. 8*)

### **Grade 11 Core French (FSF3UE, Enriched extension)**

*Prerequisite: FSF2DE or equivalent and/or permission from the languages and culture department*

*Best preparation: Extensive previous French Language instruction or equivalent; 80% or higher in FSF2DE is recommended*

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

The department of languages and culture at Trinity College School believes that language learning must be immediately practical and of lasting value to our students. The study of a modern language gives students the opportunity not only to learn or further develop an additional language but also to enrich their understanding of how languages function and to develop sensitivity to other peoples and cultures. It is the aim of the French program to provide opportunities for students to develop communication skills in the language, an awareness of how languages function, and sensitivity to French Canada.

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their readings of a variety of materials, including a short novel or a play. Students will produce various written assignments and compositions. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. (*The Ontario Curriculum, Grades 11 and 12, French As a Second Language, Core, Extended, and Immersion French, 2000, p. 8*)

### **Grade 12 Core French (FSF4U)**

*Prerequisite: FSF3U or equivalent*

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and

interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

The Grade 12 French program aims to develop students' oral communication (listening and speaking), reading and writing skills in French exclusively, using a thematic approach and incorporating a variety of media resources. The skills are taught in contexts that reflect students' interests and concerns so that they can apply their knowledge of French in situations that are meaningful to them. Students will consolidate their oral skills as they discuss literature, culture and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. Students gain an appreciation of French literature and an understanding of French societies around the world. Since language and culture are inseparable, the cultural study of French-language regions will be integrated into classes rather than presented in an isolated fashion or on an occasional basis.

Students develop a usable command of the French language. By the end of the four-year program, students will be able to participate in a straightforward conversation in French; will be able to read – with the help of a dictionary – books, magazines and newspapers in French; and will be able to understand key details of radio and television news and other programs.

### **Grade 12 Core French (FSF4UA, with Advanced Placement French Language and Culture extension)**

*Prerequisite: FSF3UE or equivalent and/or permission from the languages and culture department*

*Best preparation: Extensive previous French language instruction or equivalent; 85% or higher in FSF3UE is recommended*

The Grade 12 French program aims to develop students' oral communication (listening and speaking), reading and writing skills in French exclusively, using a thematic approach and incorporating a variety of media resources. The skills are taught in contexts that reflect students' interests and concerns so that they can apply their knowledge of French in situations that are meaningful to them. Students will consolidate their oral skills as they discuss literature, culture and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. Students gain an appreciation of French literature and an understanding of French societies around the world. Since language and culture are inseparable, the cultural study of French-language regions will be integrated into classes rather than presented in an isolated fashion or on an occasional basis.

The Advanced Placement French Language and Culture course prepares students for the demands of the AP exam. The AP French Language and Culture course enriches the Grade 12 core curriculum with a focus on practicing language skills at the most advanced level. Students will use their French knowledge to discuss real-world issues. There is a strong emphasis on long listening dialogues, French literature, presentations and classroom discussions to foster an in-depth understanding of French language and culture.

## **Spanish**

### **Spanish, Level 1 (LWSBD)**

*Prerequisite: None*

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

LWSBD introduces students to the Spanish language. The units are divided by themes that allow students to learn basic grammatical structures and vocabulary. Listening, reading, and writing exercises are provided to familiarize students with the language. Students learn how to greet people, the times of the day, school life, how to talk about family and relationships, leisure, food, transportation, seasons and the weather, technology and finally parts of the body and how to describe clothing by expressing preferences in a store.

The study of these themes in the Spanish course are combined with many other aspects of the language such as language, expressions and behavior appropriate to the cultural context; community events, holidays and celebrations in the Hispanic world; reading about Hispanic authors; listening to Hispanic music; and monthly videos that portray arts, dance and real-life situations. Finally, students understand the benefits of knowing more than one language in the current global world.

### **Spanish, Level 2 (LWSCU)**

*Prerequisite: LWSBD*

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

LWSCU provides students with the opportunity to study in-depth Spanish grammar and the cultural aspect of the language. Students continue to enhance their language proficiency by reading, writing, listening and speaking an array of texts and be immersed in multiple cultural representations of the Hispanic world. The aim of this course is that students use the most complex linguistic aspects of the language in formal and informal settings to enrich their knowledge. Aspects of environment, beliefs, health, wellbeing, nutrition, future plans, work, the arts, and actual events and issues would be discussed.

Students are also exposed to the most complex aspects of the grammar and they would be able to use these structures in real-life situations as they interact with native speakers in different occasions during the school year. The study of these themes in the Spanish course are combined with many other aspects of the language such as celebrations in the Hispanic world, reading about Hispanic authors, listening to Hispanic music, and monthly videos that portray real-life situations.

### **Spanish, Level 3 (LWSDU)**

*Prerequisite: LWSCU*

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

LWSDU builds on the foundation of LWSCU. This course prepares students for post-secondary studies in international languages. It also focuses on enabling students to interact more seamlessly with native speakers in different contexts. The emphasis at this level is placed on oral presentations, class discussions and an array of complex readings that will allow students to refine and practice the grammar taught in the previous three levels of Spanish at TCS.

Cultural and social aspects of the language will be constantly discussed. By the end of the year students who take this course will feel confident enough to interact in different regions in the Hispanic world.

## Latin

### **Classical Languages (Latin), Level 1 (LVLBD)**

*Prerequisite: None*

This course introduces students to the achievements of the classical world through the study of Latin. Students will learn vocabulary and grammatical concepts essential for reading and translating adapted classical texts. English is the language of instruction, and students will develop their oral communication, reading and writing skills in both English and the classical language. Through a variety of enrichment activities, students will explore aspects of life in the ancient world, including trade, commerce, education, arts, sports, ecology, daily life and social practices, and will make connections across the curriculum between the classical world and the world around them. (*The Ontario Curriculum, Grades 9 to 12, Classical and International Languages, 2016*)

History, heroism, love and leadership are the themes that drive the exploration of Roman culture and Latin language in introductory Latin. Students develop the facility to read the works of Roman authors including Julius Caesar, Vergil and Catullus. Collaboration and critical conversation drive the analysis of the legacy that is Rome. Special attention is paid to the transition from the Republic to the Early Empire, a study that affords students the chance to consider the social, cultural, economic, political, philosophical and ideological factors at play in the Mediterranean. Various learning tools that include Evernote, iBooks, Perseus, SQ4R and Cornell Notetaking are emphasized in order to help students approach the material in a deliberate and thoughtful manner.

### **Classical Languages (Latin), Level 2 (LVLCU)**

*Prerequisite: LVLBD*

This course provides students with opportunities to continue their exploration of the achievements of the classical world through the study of Latin or ancient Greek. Students will expand their vocabulary and consolidate their knowledge of grammatical concepts by reading and translating moderately complex adapted selections in the classical language. English is the language of instruction, and students will further improve their ability to use their oral communication, reading and writing skills in both English and the classical language. Students will also explore diverse aspects of classical culture, including science and technology, architecture, politics and military campaigns, geography and the environment, and religion, while developing their ability to think critically and to make connections across the curriculum between the classical world and the world around them. (*The Ontario Curriculum, Grades 9 to 12, Classical and International Languages 2016*)

The political world of Rome, one full of intrigue and remarkable characters, is the cultural focus of intermediate Latin. Myth, history, power and possibility are themes that drive the critical exploration of Rome from its foundation through the first emperors. This bloody story of struggle and conquest is complemented by the language study that uses graduated Latin texts to make the works of Julius Caesar and Livy accessible. Digital resources used in this course facilitate language mastery and develop skills in both analysis and translation. Evernote, iBooks and various learning strategies are incorporated in the course with the intention of supporting the development of learning skills that are pertinent to language and the humanities. Through the focus on vocabulary, derivatives and syntax, students refine their ability to read critically and to practice analytical strategies. Seminar discussions explore collaboratively the causes at the heart of Roman growth and the challenges that threatened the same.

### **Classical Languages (Latin), Level 3 (LVLDU)**

*Prerequisite: LVLCU*

This course provides students with opportunities to further develop their knowledge of the achievements and rich cultural legacy of the classical world through the study of Latin or ancient Greek. Students will increase their vocabulary and refine their use of grammatical concepts by reading and translating a broad selection of adapted and original classical texts, including prose and poetry. English is the language of instruction, and students will further refine their ability to use oral communication, reading and writing skills in both English and the classical language. Students will apply research and critical thinking skills to investigate diverse aspects of classical culture, and make increasingly insightful connections between the classical world and other societies. (*The Ontario Curriculum, Grades 9 to 12, Classical and International Languages, 2016.*)

History, heroism, love and leadership are the themes that drive the exploration of Roman culture and Latin language in senior Latin. Students develop the facility to read the works of Roman authors including Julius Caesar, Vergil and Catullus. Collaboration and critical conversation drive the analysis of the legacy that is Rome. Special attention is paid to the transition from the Republic to the Early Empire, a study that affords students the chance to consider the social, cultural, economic, political, philosophical and ideological factors at play in the Mediterranean. Various learning tools that include Evernote, iBooks, Perseus, SQ4R and Cornell Notetaking are emphasized in order to help students approach the material in a deliberate and thoughtful manner.

### **Grade 12 Classical Civilization (LVV4U)**

*Prerequisite: ENG3U or NBE3U, which may be taken concurrently*

This course introduces students to the rich cultural legacy of the classical world. Students will investigate aspects of classical culture, including mythology, literature, art, architecture, philosophy, science and technology, as well as elements of the ancient Greek and Latin languages. Students will develop creative and critical thinking skills through exploring and responding to works by classical authors in English translation and examining material culture brought to light through archaeology. They will also increase their communication and research skills by working both collaboratively and independently, and will acquire an understanding and appreciation of the interconnectedness of ancient and modern societies.

Mythology surrounds us. Students in Classical Civilization develop capacities to see, read and interpret critically the models from Greece and Rome that inform contemporary politics, economics, ethics, art, literature and philosophy. The city-states of Greece and the emerging power of Rome serve as exemplars and referents in this course that explores various methods and modes of interpretation, persistence and advocacy. Students are introduced to contemporary learning strategies and collaborative platforms that facilitate connection across course content. The primary texts of authors ranging from Homer to Herodotus, Plato to Pliny, these are the referents that ground the exploration of the classical world.

## **German**

### **German, Level 3 (LWGDU)**

*Prerequisite: LWGCU or permission of the academic office*

*Best Preparation: This course is offered exclusively through the School's Prior Learning Assessment and Recognition (PLAR) process to German-speaking students. See page 7 in the Academic Course Calendar for more information on PLAR.*

This course provides extended opportunities for students to communicate and interact in German in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and



appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

## **Mandarin**

The following Mandarin courses are offered in partnership between TCS and [eLearning Consortium Canada](#) (eLCC), a cooperative not-for-profit organization mandated to deliver quality online curriculum for the benefit of students in member independent schools. TCS students taking one of these courses should expect to put in the same amount of time per week as an on-campus course. Each Mandarin course contains synchronous elements where students will log in at the same time to communicate with each other and give virtual presentations; efforts will be made to coordinate busy schedules to facilitate these meetings. Please see page 22 for policies regarding online courses at TCS.

### **Simplified Chinese, Level 1, Academic (LKBBDe) – online**

*Prerequisite: None*

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

### **Simplified Chinese, Level 2, Academic (LKBCUe) – online**

*Prerequisite: LKBBDe*

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

### **Simplified Chinese, Level 3 (LKBDUe, or LKBDUAe, with AP Chinese Language and Culture extension) – online**

*Prerequisite: A language placement test is required for admission*

*Note: The optional AP segments will prepare highly motivated students to write the AP Chinese Language and Culture exam in May*

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

## Mathematics

### Mathematics, Grade 9 (MTH1W)

*Prerequisite: None*

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

### Grade 10 Principles of Mathematics – Academic (MPM2D)

*Prerequisite(s): MTH1W*

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

This is a mandatory course and therefore a stepping stone to higher level math courses if students are planning to pursue a career in science, math, computer science or engineering. Some of the possible additional activities added to supplement the course content are as follows:

- The Amazing Race (completed in the second unit, where teams of students have to solve mathematical problems together in order to receive clues, racing around the School competing against other teams)
- Solving Real-life Problems (done in the sixth unit, pairs of students go outside to measure the height of TCS structures such as the flagpole or football goal posts using principles of trigonometry)

### Grade 11 Functions (MCR3U)

*Prerequisite: MPM2D*

*Best preparation: A mark of at least 80% in MPM2D is recommended for success in this course*

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

The units of study in the fall months focus on the properties and transformations of quadratic, square root, rational and exponential functions. These functions are further explored in their applications to video games, scientific investigations and financial applications. During the winter and spring months students focus on the study of trigonometric and discrete functions; knowledge of these functions is consolidated in the creation of an artistic flipbook through the online application Desmos. The culminating project activity requires students to apply their knowledge of discrete functions and financial applications in the exploration of the financial decisions they will make beyond high school (e.g., buying a car, going on a vacation, having laser vision correction and post-secondary education).

### **Grade 11 Functions and Applications (MCF3M)**

*Prerequisite: MPM2D or MFM2P*

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

This course is slower paced and not as in depth when compared with MCR3U. The course involves functions, quadratics, an introduction to trigonometry (triangle analysis), trigonometric functions, exponential functions and finally financial applications. It is meant for students not intending to pursue Grade 12 Calculus and Vectors or Grade 12 Advanced Functions. This course does lead to Grade 12 Mathematics of Data Management.

### **Grade 12 Advanced Functions (MHF4U)**

*Prerequisite: MCR3U*

*Best preparation: Minimum of 70% in MCR3U*

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

Advanced Functions extends students' experience working with mathematical functions. They will investigate properties of polynomial, rational, trigonometric and logarithmic functions, culminating with developing techniques to understand properties of combining these functions together. This course also prepares students for further studies in calculus and vectors by studying rates of change, and developing facility in applying these concepts and skills.

Focus is spent on mathematical reasoning, organization and growth with algebra, graphing and critical-thinking skills. Among other things, students will develop their own real-life scenarios and model them with various functions studied; they will explore trigonometric equations, developing their own and challenging peers to solve them; they will explore rational functions through a campus-wide scavenger hunt; and they will use their calculators extensively to solve problems above and beyond their current algebraic skills.

### **Grade 12 Calculus and Vectors (MCV4U)**

*Prerequisite: MHF4U (or may be taken concurrently with MHF4U, as a co-requisite)*

*Best preparation: Minimum 70% in MHF4U or 80% in MCR3U (if taken concurrently with MHF4U)*

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

In this course, in addition to whole class instruction, students will work both independently and collaboratively on inquiry based lessons using both their calculator and a powerful graphing software program called Autograph. They will have the opportunity to collaborate particularly frequently with problem solving and when using both calculus and vector concepts to model real-world applications. In calculus, these include problems involving rates of change and optimization as applied to scientific and business models. In vectors, applications are primarily made to physics and geometry. Students are also introduced to vectors in three-space using Autograph (which allows for a 360-degree view of three-space), and will learn new definitions for lines and planes. Students will have opportunities to present their solutions to the class, to have their work constructively critiqued by their peers and to critique the work of their peers.

### **Grade 12 Calculus and Vectors (MCV4UA, with AP Calculus AB extension)**

*Prerequisite: Grade 12 Advanced Functions (MHF4U)*

*Best preparation: Permission from the mathematics department; minimum 80% in MHF4U*

*Note: Taking this course concurrently with MHF4U is not recommended*

AP Calculus AB is roughly equivalent to a first-semester university calculus course devoted to topics in differential and integral calculus. This AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals and the “Fundamental Theorem of Calculus.” The course explores relationships as represented through graphs, equations and tables, and teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically and verbally and to make connections amongst these representations. Students learn how to use technology (specifically Ti-84 graphing calculators) to help solve problems, experiment, interpret results and support conclusions.

Upon completion of the AP exam in May, students will cover the key concepts and skills from the vector mathematics units in the MCV4U course expectations.

### **Grade 12 Mathematics of Data Management (MDM4U)**

*Prerequisite: MCF3M or MCR3U*

This course broadens students’ understanding of mathematics as it relates to managing information and focuses on culminating projects throughout the course. Students will apply methods for organizing and analyzing large amounts of information; apply counting techniques, probability and statistics in modelling and solving problems; and carry out two culminating projects that integrate the expectations of the course and encourage perseverance and independence. Successful completion of MDM4U prepares students for any undergraduate course in probability and statistics. Such courses are typically a requirement for students in their second year of most four-year undergraduate programs in both the sciences and humanities. In particular, students planning to pursue university programs in business, social sciences or the humanities will find this course of relevance.

The units of study in the fall months focus on the concepts of probability, probability distributions and counting. In the final weeks of the fall term, students will devise and design a game of chance that implements the probability work that they have learned through the first three units. The games are displayed to the rest of the School through a lunch hour game fair. During the winter and spring months students focus on tools for collecting, organizing and analyzing sets of data. The culminating project activity requires students to investigate a question that can hopefully be answered using the tools for data analysis that have been studied in the course. Students are encouraged to find a topic of personal interest for this project to add meaning to their statistical report.

### **Grade 12 Mathematics of Data Management (MDM4UA, with AP Statistics extension)**

*Prerequisite: MCR3U or MCF3M*

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will learn and apply the methods and procedures that are used in the

industry, making this course extremely relevant and useful for further studies in post-secondary education. This course places equal focus on mathematical computation, as well as mathematical communication and analysis.

Not only is “statistician and actuaries” consistently ranked in the top five jobs in Canada, but careers in the fields of social science, pure science, environmental science, mathematics, engineering, medicine, education and more, require strong analytical skills and the ability to assess the meaning and validity behind numbers.

AP Statistics covers much of the material that would be studied in a first-year university statistics course, which traditionally students find quite challenging. AP Statistics students benefit from working through the material in a small-class environment with hands-on activities, the support of a teacher and extra processing time, before tackling the content in university.

## **Science**

### **Grade 9 Science (SNC1W)**

*Prerequisite: None*

The Grade 9 science curriculum focuses on the fundamental concepts of science and on science, technology, engineering and mathematics (STEM) skills. It supports students in making connections between skills and concepts and the practical applications of science in their lives, and in learning about biology, chemistry, physics, and Earth and space science. This curriculum is designed to help students prepare for deeper levels of science as they continue in secondary school and beyond.

The curriculum is taught through a variety of approaches, emphasizing the development of essential science-specific and metacognitive skills. In this course, students are encouraged to ask questions, engage in activity-based investigations, and develop scientific reasoning skills.

The course focuses on developing foundational skills related to scientific investigation, which allow for students to think critically and to communicate effectively. Labs inspire curiosity and promote problem solving, while consolidating scientific concepts. Students will understand the elements of scientific hypothesis testing, design, data analysis and reporting. Skills of scientific communication are emphasized, including graphical presentation of data, mathematical calculations, scientific notation, unit analysis and conversion as well as an understanding for the levels of precision. Students will have the opportunity make use of emerging technologies, develop their own investigations, and write formal reports throughout the year. In the spring term, the students travel to the Ganaraska Forest Centre for a full day to participate in an ecology program, which exposes them to field study and comparative analysis between different aquatic ecosystems.

### **Grade 10 Science (SNC2D)**

*Prerequisite: SNC1W*

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

Connections are made throughout the course to the science experienced in students’ everyday lives. Opportunities are created to discuss a number of societal issues related to what they are studying. Skills are developed in each of the four key areas – chemical terminology, nomenclature and reactions; calculations, diagrams and theoretical

underpinnings of refraction and reflection of light; investigation of the behaviour of cells, tissues, organs and organ systems of living things; analysis, discussion and debate of the factors, causes and implications of climate change.

### **Grade 11 Biology (SBI3U)**

*Prerequisite: SNC2D*

This course furthers students' understanding of the processes involved in biological systems. Students study the diversity of living things, the anatomy, growth and functions of plants, animal form and function, genetic continuity and evolution. Throughout, the course provides cumulative evidence that all life forms, however diverse, are united by a common set of characteristics. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

In this course, students learn the fundamental principles of biology and the interconnections between the various themes and levels of biological organization. Emphasis will be placed on biological models to deepen their understanding of concepts and make predictions.

Connections are made throughout the course to the biology experienced in students' everyday lives. Opportunities are created to discuss a number of societal issues related to what they are studying. To help students become more scientifically literate citizens, various bioethical problems and technological advances are discussed such as: stem cells, genetically modified organisms, reproductive technology and ethics, antibiotic resistance, artificial selection, genetic information rights and global warming impacts to ecosystems.

The course focuses on refining skills related to scientific investigation, which allow for learning opportunities in creativity, collaboration, communication and critical thinking. As such, the course material is taught in an engaging and hands-on way through labs and activities that reinforce learning. Labs inspire curiosity and problem solving while consolidating biological concepts. In this course, students are encouraged to ask questions, as well as respond to questions designed to develop their skills of critical thinking. Through experimentation, students will understand the elements of scientific hypothesis testing, design, data analysis and presentation. Skills of scientific communication are emphasized, including graphical presentation of data, mathematical calculations, scientific notation, unit analysis and uncertainty of measured values. Other written communication skills including the claim-evidence-reasoning model will be routinely practiced throughout the course, and students will have the opportunity to write one to two formal lab reports during the year.

### **Grade 11 Biology (SBI3UA, pre-AP extension)**

*Prerequisite: SNC2D or SNC2DE, along with permission from the science department*

*Best preparation: Grade 10 Science, Enriched extension (SNC2DE). Strength and consistency in learning skills are factors in determining if a student is a suitable candidate for the demanding nature of Pre-AP Biology (SBI3U, pre-AP extension). A grade of 85% in SNC2D is recommended.*

AP Biology is part of a two-year program where students take Pre-AP Biology (SBI3U, pre-AP extension) followed by AP Biology (SBI4U, AP extension). The AP program at TCS covers all of the material prescribed by the provincial curriculum (SBI3U and SBI4U), in addition to learning objectives mandated by the College Board. As the intensity, pace and rigour of this course are above that of a non-AP biology credit, successful completion provides students with an excellent preparation for future study in university biology. Students who are motivated, disciplined and have an interest in pursuing life or medical sciences at university are encouraged to take this course.

The course is centered on four big ideas presented in the AP curriculum: the process of evolution that drives the diversity and unit of life; the use of free energy and molecular building blocks to grow, reproduce and maintain dynamic homeostasis; storing, retrieving, transmitting and responding to information as an essential element of

life processes; and the complex interaction of these systems. Connections are made throughout the course to the biology experienced in students' everyday lives. Opportunities are created to discuss a number of societal issues related to what they are studying. To help students become more scientifically literate citizens, various bioethical problems and technological advances are discussed such as: stem cells, genetically modified organisms, antibiotic resistance, diabetes epidemic, genetic information rights, global warming impacts to ecosystems and human population growth.

The course is structured around inquiry through laboratory investigations. Labs are integrated throughout the course, allowing for one to two labs or hands-on activities per cycle, constituting 25% of course time. Labs are designed to support content and to develop skills of scientific investigation. Students will conduct experiments to test scientific hypotheses, as well as record, analyze and communicate the results of their investigations. Special attention is placed on developing their scientific writing skills and analytical skills using statistics and graphical representations. The claim-evidence-reasoning model is routinely applied as an additional way to develop critical-thinking skills in science. Emphasis will be placed on biological models to deepen their understanding of concepts and make predictions.

### **Grade 11 Chemistry (SCH3U)**

*Prerequisite: SNC2D*

*Best preparation: Completion of Grade 10 Math (MPM2D) is highly recommended*

This course enables students to deepen their understanding of chemistry through the study of: 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.

This introductory chemistry course builds upon chemistry learned in the Grade 9 and Grade 10 Science courses, with the main objective to earn a Grade 11 Chemistry (SCH3U) credit, while simultaneously allowing students a better understanding of the world around them. There are five major themes that will be studied: matter, chemical trends and chemical bonding; chemical reactions; quantities in chemical reactions; solutions and solubility; and gases and atmospheric chemistry. Although it is an introductory course that provides excellent preparation for Grade 12 Chemistry (SCH4U), it is equally valid for students who do not intend to further pursue chemistry. The course deepens students' ability to think critically about the structure and behaviour of matter; to analyze and understand the theoretical underpinnings of chemistry; to construct models and representations; and to apply their knowledge in problem-solving situations.

The course focuses on refining skills related to scientific investigation, which allow for learning opportunities in creativity, collaboration, communication and critical thinking. As such, the course material is taught in an engaging and hands-on way through labs and activities that reinforce learning. Labs inspire curiosity and problem solving while consolidating chemical concepts. In this course, students are encouraged to ask questions, as well as respond to questions designed to develop their skills of critical thinking. Through experimentation, students will understand the elements of scientific hypothesis testing, design, data analysis and presentation. Skills of scientific communication are emphasized, including presentation of data, mathematical calculations, scientific notation, unit analysis and uncertainty of measured values. Other written communication skills including the claim-evidence-reasoning model will be routinely practiced throughout the course, and students will have the opportunity to write one to two formal lab reports over the course of the year.

### **Grade 11 Chemistry (SCH3UA, pre-AP extension)**

*Prerequisite: SNC2D or SNC2DE, along with permission from the science department*

*Best preparation: Grade 10 Science, Enriched extension (SNC2DE). Strength and consistency in learning skills are factors in determining if a student is a suitable candidate for the demanding nature of SCH3U, pre-AP*

*extension. A grade of 85% in SNC2D is recommended. Completion of Grade 10 Math (MPM2D) is highly recommended.*

AP Chemistry is part of a two-year program where students take Pre-AP Chemistry (SCH3U, pre-AP extension) followed by AP Chemistry (SCH4U, AP extension). The AP program at TCS covers all of the material prescribed by the provincial curriculum (SCH3U and SCH4U), in addition to learning objectives mandated by the College Board. As the intensity, pace and rigour of this course are above that of a non-AP chemistry credit, successful completion provides students with an excellent preparation for future study in university chemistry. Students who are motivated, disciplined and have an interest in pursuing sciences at university are encouraged to take this course.

AP Chemistry is designed for students who wish to pursue careers in fields such as science and engineering or who will be required to take chemistry or biology at the university level, but who also have a strong chemistry background and genuinely have a keen interest for this subject. It is designed in two parts and, during this first part, expectations of the Ontario Grade 11 Chemistry curriculum – matter, chemical trends and chemical bonding; chemical reactions; quantities in chemical reactions; solutions and solubility; and gases and atmospheric chemistry – are met but extended and built upon, widening the breadth of study in order to achieve close to half of the College Board AP expectations, as well as expectations from the Ontario Grade 12 Chemistry curriculum – structures and properties of matter; as well as isolated topics from other units.

Students further develop laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. The importance of chemistry in daily life and the impact of chemical technology on the environment are also discussed. To aid in success on the AP exam, special emphasis is given to both problem solving and analysis of concepts.

### **Grade 11 Physics (SPH3U)**

*Prerequisite: SNC2D*

*Best preparation: Completion of Grade 10 Math (MPM2D) is highly recommended*

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

This course furthers students' understanding of the fundamental principles related to measuring, modeling and predicting events in the physical world. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. The different areas of the course content are linked by the same process of measuring physical phenomena, using the data to create graphical and mathematical models, and then apply those models to predicting the behaviour of physical objects. This process will allow students to understand the basic principles related to physics both qualitatively and quantitatively. The final application of knowledge will guide students to a deeper understanding of the mechanics of the world around them while exposing them to relevant career options.

The course focuses on refining skills related to scientific investigation, which allow for learning opportunities in creativity, collaboration, communication and critical thinking. As such, the course material is taught in an engaging and hands-on way through investigations and demonstrations that reinforce learning. Investigations inspire curiosity and problem solving while consolidating concepts. In this course, students are encouraged to ask questions, as well as respond to questions designed to develop their skills of critical thinking. Through experimentation, students will understand the elements of scientific hypothesis testing, design, data analysis and presentation. Skills of scientific communication are emphasized, including graphical presentation of data,



mathematical calculations, scientific notation, unit analysis and uncertainty of measured values. Constant emphasis on base units and derived units serves to highlight the similarities and differences between different physical values such as velocity, acceleration, force and energy. Other written communication skills including the claim-evidence-reasoning model will be routinely practiced throughout the course, and students will have the opportunity to write one to two formal lab reports over the course of the year.

### **Grade 11 Physics (SPH3UA, pre-AP extension)**

*Prerequisite: SNC2D or SNC2DE along with permission from the science department*

*Best preparation: Grade 10 Science, Enriched extension (SNC2DE). Strength and consistency in learning skills are factors in determining if a student is a suitable candidate for the demanding nature of SPH3U, pre-AP extension. A grade of 85% in SNC2D is recommended. Completion of Grade 10 Math (MPM2D) is highly recommended.*

AP Physics is part of a two-year program where students take Pre-AP Physics (SPH3U, pre-AP extension) first and AP Physics (SPH4U, AP extension) the following year. The AP program at TCS covers all of the material prescribed by the provincial curriculum (SPH3U and SPH4U), in addition to learning objectives mandated by the College Board. As the intensity, pace and rigour of this course are above that of a non-AP physics credit, successful completion provides students with an excellent preparation for future study in university physics. Students who are motivated, disciplined and have an interest in pursuing life or medical sciences at university are encouraged to take this course.

This course furthers students' understanding of the fundamental principles related to measuring, modeling and predicting events in the physical world. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations and momentum; an introduction to nuclear physics and the "Standard Model"; the properties of mechanical waves and sound; electricity and magnetism. The different areas of the course content are linked by the same process of measuring physical phenomena, using the data to create graphical and mathematical models, and then applying those models to predicting the behaviour of physical objects. A key differentiation from the provincial SPH3U course is a focus on the statistical analysis of data. This process will not only allow students to understand the basic principles related to physics both qualitatively and quantitatively but it will give them a better foundation to critically analyze procedures and statistics. Application of course content will guide students to a deeper understanding of the mechanics of the world around them while exposing them to relevant career options. Assessments will be created to prepare students for styles of thinking common to AP questioning.

The course focuses on refining skills related to scientific investigation, which allow for learning opportunities in creativity, collaboration, communication and critical thinking. As such, the course material is taught in an engaging and hands-on way through investigations and demonstrations that reinforce learning. Investigations inspire curiosity and problem solving while consolidating concepts. In this course, students are encouraged to ask questions, as well as respond to questions designed to develop their skills of critical thinking. Through experimentation, students will understand the elements of scientific hypothesis testing, design, data analysis and presentation. Skills of scientific communication are emphasized, including graphical presentation of data, mathematical calculations, scientific notation, unit analysis and uncertainty of measured values. Constant emphasis on base units and derived units serves to highlight the similarities and differences between different physical values such as velocity, acceleration, force and energy. Other written communication skills including the claim-evidence-reasoning model will be routinely practiced throughout the course, and students will have the opportunity to write one to two formal lab reports over the course of the year.

### **Grade 11 Environmental Science (SVN3Me) – online**

*Prerequisite: SNC2D*

*Best preparation: Strong learning skills; this course runs online from January to June and will move at a faster semestered pace*

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

### **Grade 12 Biology (SBI4U)**

*Prerequisite: SBI3U*

*Best preparation: Completion of Grade 11 Chemistry (SCH3U) is highly recommended*

Grade 12 Biology 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 refinement of skills needed for further study in various branches of the life sciences and related fields.

This course is very micro oriented in its dealings with biochemistry, homeostasis, cell energetics, genetics and population dynamics. This leads to many critical-thinking based discussions of relevant conditions and potential outcomes. The criterion of critical analysis is further investigated in all written and verbal evaluations. There are advanced level laboratories to support most new concepts. As such, the course material is taught in an engaging and hands-on way through labs and activities that reinforce learning. Labs inspire curiosity and problem solving while consolidating biological concepts. Through experimentation, students will understand the elements of scientific hypothesis testing, design, data analysis and presentation. Skills of scientific communication are emphasized, including graphical presentation of data and mathematical calculations.

Connections are made throughout the course to the biology experienced in students' everyday lives. Opportunities are created to discuss a number of societal issues related to what they are studying. To help students become more scientifically literate citizens, various bioethical problems and technological advances are discussed. This course is an excellent introduction to the life sciences.

### **Grade 12 Biology (SBI4UA, with AP Biology extension)**

*Prerequisite: SBI3U, pre-AP extension or permission of the science department*

*Best preparation: Completion of Grade 11 Chemistry (SCH3U), a grade of 85% in SBI3U, pre-AP extension and demonstration of strong learning skills is recommended*

AP Biology is part of a two-year program where students take Pre-AP Biology (SBI3U, pre-AP extension) followed by AP Biology (SBI4U, AP extension). The AP program at TCS covers all of the material prescribed by the provincial curriculum (SBI3U and SBI4U), in addition to learning objectives mandated by the College Board. As the intensity, pace and rigour of this course are above that of a non-AP biology credit, successful completion provides students with an excellent preparation for future study in university biology. Students who are motivated, disciplined and have an interest in pursuing life or medical sciences at university are encouraged to take this course.

The course is centered on four big ideas presented in the AP curriculum: the process of evolution that drives the diversity and unit of life; the use of free energy and molecular building blocks to grow, reproduce and maintain

dynamic homeostasis; storing, retrieving, transmitting and responding to information as an essential element of life processes; and the complex interaction of these systems. Connections are made throughout the course to the biology experienced in students' everyday lives. Opportunities are created to discuss a number of societal issues related to what they are studying. To help students become more scientifically literate citizens, various bioethical problems and technological advances are discussed such as: stem cells, genetically modified organisms, antibiotic resistance, diabetes epidemic, genetic information rights, global warming impacts to ecosystems and human population growth.

The course is structured around inquiry through laboratory investigations. Labs are integrated throughout the course, allowing for one to two labs or hands-on activities per cycle, constituting 25% of course time. Labs are designed to support content and to develop skills of scientific investigation. Students will conduct experiments to test scientific hypothesis, as well as record, analyze and communicate the results of their investigations. Special attention is placed on developing their scientific writing skills and analytical skills using statistics and graphical representations. The claim-evidence-reasoning model is routinely applied as an additional way to develop critical-thinking skills in science. Emphasis will be placed on biological models to deepen their understanding of concepts and make predictions.

### **Grade 12 Chemistry (SCH4U)**

*Prerequisite: SCH3U*

*Best preparation: Completion of Grade 11 Math (MCR3U) is highly recommended*

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

The course deepens students' ability to think critically about the structure and behaviour of matter; analyze and understand the theoretical underpinnings of chemistry; construct models and representations; and to apply their knowledge in problem-solving situations.

The course focuses on refining skills related to scientific investigation, which allow for learning opportunities in creativity, collaboration, communication and critical thinking. As such, some of course material is taught in an engaging and hands-on way through labs and activities that reinforce learning. Labs inspire curiosity and problem solving while consolidating chemical concepts. In this course, students are encouraged to ask questions, as well as respond to questions designed to develop their skills of critical thinking. Through experimentation, students will understand the elements of scientific hypothesis testing, design, data analysis and presentation. Skills of scientific communication are emphasized, including graphical presentation of data, mathematical calculations, scientific notation, unit analysis and uncertainty of measured values.

This course is intended for students who wish to pursue careers in fields such as science and engineering or who will be required to take chemistry or biology at the university level.

### **Grade 12 Chemistry (SCH4UA, with AP Chemistry extension)**

*Prerequisite: SCH3U, pre-AP extension or permission of the science department*

*Best preparation: Completion of Grade 11 Math (MCR3U), a grade of 85% in SCH3U, pre-AP extension, and demonstration of strong learning skills is recommended*

The AP Chemistry course is part of a two-year program where students take Pre-AP Chemistry (SCH3U, pre-AP extension) followed by AP Chemistry (SCH4U, AP extension). The AP program at TCS covers all of the material

prescribed by the provincial curriculum (SCH3U and SCH4U), in addition to learning objectives mandated by the College Board. As the intensity, pace and rigour of this course are above that of a non-AP chemistry credit, successful completion provides students with an excellent preparation for future study in university chemistry. Students who are motivated, disciplined and have an interest in pursuing life or medical sciences, chemistry or engineering at university are encouraged to take this course.

In general, the subject material in AP Chemistry is more theoretical than it is in the pre-requisite SCH3U, pre-AP extension course, but it still also contains significant laboratory work. The course is centered on six big ideas presented in the AP curriculum:

1. Chemical elements are fundamental building materials of matter, and all matter can be understood in terms of arrangements of atoms. These atoms retain their identity in chemical reactions.
2. Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions or molecules and the forces between them.
3. Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons.
4. Rates of chemical reactions are determined by details of the molecular collisions.
5. The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter.
6. Any bond or intermolecular attraction that can be formed can be broken. These two processes are in a dynamic competition, sensitive to initial conditions and external perturbations.

Students further develop laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. The importance of chemistry in daily life and the impact of chemical technology on the environment are also discussed. To aid in success on the AP exam, special emphasis is given to both problem solving and analysis of concepts. Consequently, at course completion, the intent is excellent preparation for further studies in chemistry at the post-secondary level.

### **Grade 12 Physics (SPH4U)**

*Prerequisite: SPH3U*

*Best preparation: Completion of Grade 11 Math (MCR3U) is highly recommended*

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

A central theme of the course is the science of the everyday experience and how it is deeply integrated into our thinking about our place in the world. Moreover, physics (and science in general) is a living subject undergoing constant scrutiny, augmentation and evolution over time. A focus on experimental design helps articulate the major shifts in thinking in the subject that emerges from the creation and implementation of new tools that extend our ability to sense and measure the physical world. Contemporary and timely exemplars are drawn from current and cutting-edge research (e.g., the New Horizons mission to the dwarf planet Pluto). Consideration is also given to the means and methods of communication of scientific findings in the research community and how it too evolves over time (e.g., the first announcement of definitive water ice evidence on Mars, which came via a Tweet from the Phoenix Lander). Lastly, students will have an opportunity to explore experimental design concepts in

virtual environments to illustrate the challenges of remote data collection (e.g., determining the acceleration due to gravity in a computer game).

### **Grade 12 Physics (SPH4UA, with AP Physics 1 and 2 extension)**

*Prerequisite: SCH3U, pre-AP extension or permission of the science department*

*Best preparation: Completion of Grade 11 Math (MCR3U), a grade of 85% in SCH3U, pre-AP extension, and demonstration of strong learning skills is recommended*

AP Physics is a course designed for students with a keen interest and a solid background in the physical sciences and mathematics. It covers both the material in Grade 12 Physics (SPH4U) and the extra subject areas of the AP Physics 1 and Physics 2 syllabi. The AP program at TCS covers all of the material prescribed by the provincial curriculum (SPH3U and SPH4U), in addition to learning objectives mandated by the College Board. As the intensity, pace and rigour of this course are above that of a non-AP physics credit, successful completion provides students with an excellent preparation for future study in university physics. This is primarily a problem-solving course and is encouraged for students who are motivated, disciplined and have an interest in pursuing university science and engineering.

The topics of the course include kinematics, vectors, projectile and circular motion, dynamics, gravitation, energy, simple harmonic motion, momentum, fluid mechanics, heat and thermodynamics, electricity and magnetism, geometric optics, wave nature of light, nuclear physics and quantum theory. There is a considerable laboratory design component to the course in order to further develop skills of inquiry and analysis. Students prepare for and write the AP Physics 1 exam and are strongly encouraged to also write the AP Physics 2 exam in May. AP Physics students require a scientific calculator capable of scientific notation and including trigonometric functions, and a laptop, with some software being provided.

This course enables students to deepen their understanding of physics concepts and theories, and how they emerge and evolve over time. Students will continue their exploration of energy transformations and the forces that affect matter in motion, and will investigate electrical, gravitational and magnetic fields; electromagnetic radiation, radioactivity and particle physics; fluid mechanics; and thermodynamics. Students will also explore the wave nature of light, and the foundations of modern physics through quantum mechanics and special relativity at the end of the course. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on contemporary society and the environment.

A central theme of the course is the science of the everyday experience and how it is deeply integrated into our thinking about our place in the world. Moreover, physics (and science in general) is a living subject undergoing constant scrutiny and augmentation, and evolves over time. A focus on experimental design helps articulate the major shifts in thinking in the subject area, emerging from the creation and implementation of new tools that extend our ability to sense and measure the physical world. Contemporary and timely exemplars are drawn from current and cutting-edge research (e.g., the New Horizons mission to the dwarf planet Pluto). Consideration is also given to the means and methods of communication of scientific findings in the research community and how it too evolves over time (e.g., the first announcement of definitive water ice evidence on Mars, which came via a Tweet from the Phoenix Lander). Lastly, students will have an opportunity to explore experimental design concepts in virtual environments to illustrate the challenges of remote data collection (e.g., determining the acceleration due to gravity in a computer game).

### **Grade 12 Earth and Space Science (SES4U)**

*Prerequisite: SNC2D*

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyze techniques scientists use to generate

knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes and materials affect their daily lives. The course draws on biology, chemistry, physics and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

## **Social Sciences**

### **Canadian and World Studies**

#### **Grade 9 Issues in Canadian Geography (CGC1D)**

*Prerequisite: None*

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

"What is where, why there and why care?" CGC1D students will spend the year investigating various issues relating to interactions between physical processes and people living in Canada (glaciers and the Great Lakes, climate, landforms), changing populations in this country and abroad (gender inequality and population control policies), economic and environmental sustainability (fishing, farming, energy, forestry and agriculture industries), Truth and Reconciliation, and the interconnections between Canada and the global community. This introductory geography course will begin to enable and enhance students' ability to become responsible, active citizens within the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students will develop the skills they need to solve problems and communicate ideas and decisions about significant developments, events and issues. Canada will be used purely as a starting point and so students not from Canada will be able to add their perspective to the various issues that will be investigated. Hands-on opportunities to explore such issues from a geographic perspective will come from: exciting role-playing and simulations; videos; field studies; and the use of spatial technologies like Global Positioning System, Geographic Information Systems, and other types of maps and imagery.

#### **Grade 10 Civics and Citizenship (CHV2O) – 0.5 credit**

*Prerequisite: None*

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

In Grade 10 Civics and Citizenship, students look at the Canadian political system. But that is only part of the course. Students also get to examine different types of governments, discuss current (political) events, study human rights, stage their own mock election and figure out what it means to make a difference in the world.

### **Grade 10 Canadian History since World War I (CHC2D)**

*Prerequisite: None*

This course explores social, economic and political developments and events and their impact on the lives of different individuals, groups and communities, including First Nations, Métis and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations and events on identities, citizenship and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

### **Grade 10 Canadian History since World War I (CHC2DT, Integrated Studies)**

*Prerequisite: None*

*Co-requisite: Integrated course with ENG2DT*

This course explores social, economic and political developments and events and their impact on the lives of different individuals, groups and communities, including First Nations, Métis and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations and events on identities, citizenship and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Students have the option of pursuing the Grade 10 Canadian History and Grade 10 English credit in an integrated dual-credit course that includes a significant experiential education travel component both within Canada and the battlefields of Europe.

### **Grade 11 American History (CHA3U)**

*Prerequisite: CHC2D or CHC2P*

This course traces the social, economic and political development of the United States from colonial times to the present. Students will examine issues of diversity, identity and culture that have influenced the country's social and political formation and will consider the implications of its expansion into a global superpower. Students will use critical-thinking and communication skills to determine causal relationships, evaluate multiple perspectives and present their own points of view.

In addition to studying the Ontario curriculum, the students will engage frequently with primary sources and delve into the history themselves. The "Big Six" historical thinking concepts will be incorporated in the student learning process throughout the year and students will engage in tutorial discussions to hone their skills in discussion-based learning to prepare themselves for university. The students will also complete literature circles of historical fiction or non-fiction based upon the Civil Rights Movement or the Civil War.

### **Grade 11 Geography: Forces of Nature: Physical Processes and Disasters (CGF3M)**

*Prerequisite: CGC1D or CGC1P*

In this course, students will explore physical processes related to the Earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout

the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyze these processes, make predictions related to natural disasters, and assess ways of responding to them.

“What is where, why there and why care?” For those students who enjoyed the physical realm of geography in the CGC1D course, CGF3M will be of interest. This course continues to build on the desire to enable students to become responsible, active citizens within the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students will further develop the skills they need to solve problems and communicate ideas and decisions about significant developments, events and issues. In fact, the events and issues predominately studied in this course revolve around forces of nature or what we commonly refer to as natural disasters. Each unit is a different natural disaster and students will investigate the science behind each, view actual case studies of the disaster events and think critically about ways to mitigate (prepare for and lessen) the damages caused by Mother Nature. Classes will incorporate real-world problem-solving skills along with spatial technologies like Geographic Information Systems. Time will also be set aside to learn or enhance essay writing skills as each student will need to complete an investigation from a physical geography perspective (of their choice) using the inquiry skills that will be introduced throughout this course and that build from those learned in the CGC1D course. Collaborative and cooperative working relationships will be developed as well.

### **Grade 12 World Issues: A Geographic Analysis (CGW4U)**

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

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

This World Issues course is designed for students who would like to take a critical look at some of the larger problems facing humanity. Students learn to appreciate complex topics from the perspective of different stakeholders. It is also an introspective opportunity whereby students learn a great deal about themselves and their “political compass.” Indeed, this is not a course for the faint of heart; the material challenges students on as much on an emotional level as it does on an intellectual level.

### **Grade 12 World History since the Fifteenth Century (CHY4U)**

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

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

In addition to studying the Ontario curriculum, the students will engage frequently with primary sources and delve into the history themselves. The “Big Six” historical thinking concepts will be incorporated in the student learning process throughout the year and students will engage in tutorial/seminar discussions to hone their skills in discussion-based learning to prepare themselves for university. The students will also complete literature circles of historical fiction or non-fiction. One theme for literature circles is late 19<sup>th</sup> to early 20<sup>th</sup> century non-fiction



focusing on human tragedy and exploitation due to trade/global commerce (e.g. King Leopold's Ghost, which looks at the impacts of the partitioning of Africa and human loss in the Congo).

### **Grade 12 Canadian and International Law (CLN4U)**

*Prerequisite: 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 analyze legal issues, conduct independent research and communicate the results of their inquiries in a variety of ways.

Grade 12 Canadian and International Law weaves together the story of Canadian law, beginning with its roots as far back as British law and even the Ten Commandments. Students will spend time learning about their own rights and freedoms as protected by the Canadian Charter as well as looking at the justice system and the various types of law associated with that. The CLN4U independent study project requires students to assume the roles of various characters in a courtroom and carry out meaningful and thoughtful mock trials. Students will similarly spend time reviewing real Canadian cases relevant to current day Canadian society.

### **Grade 12 Canadian and International Politics (CPW4U)**

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

This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical-thinking and communication skills to develop and support informed opinions about current political conflicts, events and issues.

Grade 12 Canadian and International Politics is not just a course in Canadian politics. Its focus is on world affairs and, briefly, on Canada's place in the world. As the course unfolds, students will have a chance to study a variety of topics, ranging from how nations exercise power to what can be done to bring human rights abusers to justice. Students will also have a chance to write about current events; will discuss and debate a range of topics; will participate in a conference on Africa's development; and will even, in a role-playing exercise, try to convince the U.S. and North Korea not to start a nuclear war!

### **Grade 12 Analyzing Current Economic Issues (CIA4U)**

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

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

Grade 12 Analyzing Current Economic Issues is for students new to the study of economics. This course will provide students with a good understanding of the Canadian economy and how this economy works, while also providing an understanding of general economic theories and concepts.

### **Grade 12 Analyzing Current Economic Issues (CIA4UA, with AP Microeconomics extension)**

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

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

The purpose of this course is to provide students with an understanding of the principles of microeconomics that apply to the functions of individual decision makers, both consumers and producers, within the economic system.

Basic economic concepts at the core of AP Microeconomics include:

- The nature and functions of product markets
- Factor markets
- Market failure and the role played by government
- Economic decision-making and its factors, such as marginal analysis and opportunity costs
- How to generate, interpret, label and analyze graphs, charts and data to explain economic ideas and concepts

## **Humanities**

### **Grade 11 World Religions and Belief Traditions: Perspectives, Issues and Challenges (HRT3M)**

*Prerequisite: None*

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

Grade 11 World Religions and Belief Traditions is a course that offers the opportunity to examine various religions and beliefs and also provides students with a forum to reflect on their own personal views. The course relies heavily on class discussions and the development of critical-thinking skills is paramount. Religions are examined through both a historical perspective and through the scope of popular culture. Students have the opportunity to regularly share their own unique thoughts and feelings on the relevant topics both orally and in writing.

### **Grade 11 Introduction to Anthropology, Psychology and Society (HSP3U)**

*Prerequisite: ENG2D or CHC2D*

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

### **Grade 12 Equity and Social Justice: From Theory to Practice (HSE4M)**

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

This course enables students to develop an understanding of the theoretical, social and historical underpinnings of various equity and social justice issues and to analyze strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

### **Grade 12 Philosophy: Questions and Theories (HZE4U)**

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

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics).

Students will develop critical-thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

### **Grade 12 Challenge and Change in Society (HSB4Ue) – online**

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

*Anti-requisite: Grade 12 Challenge and Change in Society (HSB4UA, with AP Seminar extension)*

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

This course is offered in partnership between TCS and [eLearning Consortium Canada](#) (eLCC), a cooperative not-for-profit organization mandated to deliver quality online curriculum for the benefit of students in member independent schools. TCS students taking this course should expect to put in the same amount of time per week as on-campus courses. This course contains synchronous elements where students will log in at the same time to communicate with each other and give virtual presentations; efforts will be made to coordinate busy schedules to facilitate these meetings. Please see *Online Courses* on page 22 for policies regarding online courses at TCS.

### **Grade 12 Human Development Throughout the Lifespan (HHG4MA, with AP Psychology extension)**

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

The course introduces students to the systematic and scientific study of human behavior and mental process. Students explore and apply psychological theories, key concepts and phenomena associated with such topics as the biological basis of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior and social psychology. Students

will employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence and effectively communicate ideas.

This course is offered in partnership between TCS and [eLearning Consortium Canada](#) (eLCC), a cooperative not-for-profit organization mandated to deliver quality online curriculum for the benefit of students in member independent schools. TCS students taking this course should expect to put in the same amount of time per week as on-campus courses. This course contains synchronous elements where students will log in at the same time to communicate with each other and give virtual presentations; efforts will be made to coordinate busy schedules to facilitate these meetings. Please see *Online Courses* on page 22 for policies regarding online courses at TCS.

## **Business**

### **Grade 11 Financial Accounting Fundamentals (BAF3M)**

*Prerequisite: None*

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

### **Grade 12 Financial Accounting Principles (BAT4M) – online**

*Prerequisite: BAF3M*

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

### **Grade 12 Business Leadership: Management Fundamentals (BOH4Me) – online**

*Prerequisite: None*

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

This course is offered in partnership between TCS and [eLearning Consortium Canada](#) (eLCC), a cooperative not-for-profit organization mandated to deliver quality online curriculum for the benefit of students in member independent schools. TCS students taking this course should expect to put in the same amount of time per week as on-campus courses. This course contains synchronous elements where students will log in at the same time to communicate with each other and give virtual presentations; efforts will be made to coordinate busy schedules to facilitate these meetings. Please see *Online Courses* on page 22 for policies regarding online courses at TCS.

### **Grade 12 International Business Fundamentals (BBB4M)**

*Prerequisite: None*

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

prepares students for post-secondary programs in business, including international business, marketing and management.

## **APPENDIX B: English Language Learners (ELL) Policy**

### **Definition of English Language Learners**

English language learners (ELL) are students attending Trinity College School whose first language is a language other than English and who may require focused educational support to assist them in attaining proficiency in English. These students may be Canadian born or recently admitted to TCS from other countries.

### **The Reception of English Language Learners**

New English language learners will be identified during the admissions process. New families will identify the “language spoken at home”; if this is a language other than English, then the student will be considered an ELL. However, the granting of accommodations will depend on the educational background and proficiency in English of the student, and will be determined by the English department.

### **The Ontario Secondary School Literacy Test (OSSLT)**

- The OSSLT, which is written in Grade 10 or a student’s first year in an Ontario school, is a requirement for the Ontario Secondary School Diploma (OSSD).
- ELL students in Grade 12 who have not passed the literacy test in previous years will be enrolled in a prep course (OSSLC) to help them prepare for the OSSLT.
- ELL students admitted into Grade 12 will write a diagnostic test to determine whether or not they need to enrol in the prep course.

### **Accommodations for English Language Learners**

- Normally, up to 25% extra time will be allowed on the OSSLT, tests and final exams in any course requiring extra time considerations. Extra time for in-class tests should be arranged with the subject teacher.
- In extreme cases, students may be allowed 50% extra time. These special cases will be determined by the English department.
- ELL students may use a paper dual language translation dictionary from their first language to English. Each dictionary should be examined, as students are not allowed to write notes in their translation dictionaries. For sections of a test or exam that require definitions (like vocabulary), a dictionary may not be used. Electronic dictionaries are not allowed.

### **Advanced Placement Courses and Exams**

- The College Board does not allow ELL accommodations on Advanced Placement (AP) exams.
- Consequently, ELL students enrolling in AP courses should ensure that they have a level of proficiency in English, to learn effectively, with no accommodations.

### **Programs and Support for English Language Learners**

- If appropriate, ELL students should enrol in their grade level English language courses: ENL1W, ENG2D, ENG3U or NBE3U, and ENG4U.
- If appropriate, students may also enrol in English as a second language courses (ESLDO and ESLEO). If necessary, ESL credit courses may be substituted for core English courses.
- All ELL students are encouraged to use the School’s Writing Centre as a resource.

### **Discontinuation of Accommodations for English Language Learners**

ELL students should receive accommodations until they have acquired the level of proficiency required to learn effectively in English with no accommodations.

## APPENDIX C: Academic, Co-curricular and Speech Day Awards

### Criteria for the Awarding of Academic Prizes

The following prizes are awarded on the basis of marks achieved by students:

**Trinity Prizes:** Awarded to the student in each of Grade 9 and Grade 10 who has the highest average in June, provided the average is above 75%.

**F.A. Bethune Scholarships:** Awarded to the student in each of Grade 9, Grade 10 and Grade 11 who has the highest average in June.

**Head's Awards for Academic Excellence:** Awarded to approximately the top 10% of students, based on academic average, in both Grade 9 and Grade 10.

**Head's Awards for Academic Distinction:** Awarded to approximately the top 10% of students, based on academic average, in both Grade 11 and Grade 12.

**Subject Prizes:** Awarded to the student in each of the following Grade 11 and Grade 12 courses, with the highest mark at the conclusion of the course. A full list of subject prizes follows:

#### *Subject Prizes in Grade 11*

The Marion Garland Prize for English	Achievement and commitment in ENG3U, NBE3U or ENG3UA
The Gareth Jones Prize for Mathematics	Achievement and commitment to MCR3U ( <i>either from the regular or semestered MCR3U course</i> )
The Philip Bishop Prize for French	Achievement and commitment in FSF3UE
The Ingles Prize for Classics	Achievement and commitment in LVL3U
The Spanish Prize	Achievement and commitment in LW3U
The Computer Science Prize	Achievement and commitment in ICS3U
The Communications Technology Prize	Achievement and commitment in TGJ3M
The Music Prize	Achievement and commitment in AMU3M or AMG3M
The Drama Prize	Achievement and commitment in ADA3M
The Dr. Forrest Prize for Art	Achievement and commitment in AVI3M
The Media Arts Prize	Achievement and commitment in ASM3M
The Hugel Prize for Geography (Forces of Nature)	Achievement and commitment in CGF3M
The American History Prize	Achievement and commitment in CHA3U
The Accounting Prize	Achievement and commitment in BAF3M
The Introduction to Anthropology, Psychology and Sociology Prize	Achievement and commitment in HSP3U
The World Religions Prize	Achievement and commitment in HRT3M
The Physics Prize	Achievement and commitment in SPH3UA
The Chemistry Prize	Achievement and commitment in SCH3UA
The Biology Prize	Achievement and commitment in SBI3UA
The Health & Physical Education Prize	Achievement and commitment in PPL3O
The Outdoor Education Prize	Achievement and commitment in PAD3O

## ***Subject Prizes in Grade 12***

The Don McCord Prize for Classics	Achievement and commitment in LVL4DU
The Geoff Dale Classical Civilisations Prize	Achievement and commitment in LVV4U
The Charles Tottenham French Prize	Achievement and commitment in FSF4U or FSF4UA
The Spanish Prize	Achievement and commitment in LWSDU
The Founder's Prize for Physics	Achievement and commitment in SPH4UA
The Peter H. Lewis Medal for Chemistry	Achievement and commitment in SCH4UA
The Richard Honey Prize for Biology	Achievement and commitment in SBI4UA
The Earth and Space Science Prize	Achievement and commitment in SES4U
The Environmental Science Prize	<i>Not offered in 2023-2024</i>
The Communications Technology Prize	Achievement and commitment in TGJ4M
The Armour Memorial Prize for Computer Science	Achievement and commitment in ICS4UA
The Computer Science Prize	Achievement and commitment in ICS4UA
The Introductory Kinesiology Prize	Achievement and commitment in PSK4U
The HPE Leadership Course Prize	Achievement and commitment in PLF4M
The Writer's Craft Prize	Achievement and commitment in EWC4U
The D'Arcy Martin Prize for English	Achievement and commitment in ENG4U or ENG4UA
The J.D. Ketchum Music Prize	Achievement and commitment in AMU4M
The Dr. Forrest Prize for Art	Achievement and commitment in AVI4M or AWD4MA
The Drama Prize	Achievement and commitment in ADA4M
The A.M. Campbell Economics Prize	Achievement and commitment to CIA4U or CIA4UA
The International Business Fundamentals Prize	Achievement and commitment in BBB4M
The Wally Hobbs Prize for Law	Achievement and commitment in CLN4U
The Jack White Politics Prize	Achievement and commitment in CPW4U
The Philosophy Prize	Achievement and commitment in HZT4U
The Psychology Prize	Achievement and commitment in HHG4MA
The Equity and Social Justice Prize	Achievement and commitment in HSE4M
The Hugel Prize for Environment and Resource Management	<i>Not offered in 2023-2024</i>
The Hugel Prize for World Issues	Achievement and commitment in CGW4U
The John T. Band Prize for Senior History	Achievement and commitment in CHY4U
The AP Capstone Award	Honours exemplary intellectual curiosity, perseverance, integrity and high endeavour throughout AP Seminar and AP Research
The Rigby Social Sciences Prize	Awarded to the graduating student who has shown a passion for, and high endeavour in, the social sciences during their time at the School. It is the highest honour in the social sciences at TCS.
The Calculus Prize	Achievement and commitment in MCV4UA*
The Advanced Functions Prize	Achievement and commitment in MHF4U*
The Data Management/Statistics Prize	Achievement and commitment in MDM4U or MDM4UA*

*\*This prize is awarded to a student who does not win the Jubilee Exhibition Award for Mathematics.*



**The Peter Jennings Medal for English:** Awarded to a Grade 12 English student, based on excellence in the use of the English language. The recipient will be one who has achieved success in such areas as writing, debating and public speaking while maintaining a solid average in course work. All Grade 12 English teachers are consulted by the head of English.

**The Bermuda Cup for Academics:** Donated in 1998 by the Dickinson family of Bermuda, it will be given out at the discretion of the head of school and faculty to a student who exhibits outstanding scholarship, yet does not win the Chancellor's Medal for Scholarship; it would normally (but not automatically) go to the runner-up for the Chancellor's Medal; and it need not be awarded every year.

**The Jubilee Exhibition for Mathematics:** Awarded to the outstanding graduating mathematics student at TCS. The criteria for this prize are: *a*) the student must earn a credit in AP Calculus (MCV4U, AP extension); *b*) the student must earn a credit in at least one of: Advanced Functions (MHF4U) or Advanced Placement Statistics (MPM4U, AP extension). If more than one course is taken, the highest grade will be used in the calculation below. *c*) The student must write The University of Waterloo Euclid Mathematics Contest. The above mentioned courses must be taken at TCS, during the regular school year. (Summer school courses will not be considered.) Each of the above requirements (*a*, *b*, and *c*) will generate a mark out of 100. The three requirements will be combined to produce a "Grade 12 Math Score" as follows:  $\text{Grade 12 Math Score} = 0.6*a + 0.3*b + 0.10*c$  (rounded to one decimal place). The graduating student with the highest "Grade 12 Math Score" shall be declared the winner of the Jubilee Mathematics Prize. In the case of a tie, the mathematics department will carefully examine the abilities and contributions to mathematics at TCS of the tied candidates, in order to decide the winner. A student taking two math courses at the AP level will be given higher consideration than those students who only take AP Calculus. Other contributions may include math stewardships and mathematics contest participation from previous years.

## Criteria for the Awarding of Arts Prizes

**The Barbara Erskine Hayes Prize for Debating:** Awarded to a student in Grade 11 or Grade 12 determined by the teacher in charge of debating, based on House Debates and Fulford Cup debates.

**The Head's Art Purchase Award:** Decided by the art teachers in consultation within the art department; ultimate responsibility lies with the head of the arts.

**The Class of '89 Award:** Awarded to a graduating student who is the most outstanding in musicianship, dedication, excellence, high achievement and improvement; decided by all those who teach music in the curriculum or direct the music ensembles; ultimate responsibility lies with the head of the arts.

**The Tony Prower Choral Award:** Awarded to the most outstanding graduating student(s) for overall contribution to choral music; decided by the choir director.

**The Music Director's Award (The Jesse and Joses Jones Award):** Awarded to a graduating student for quiet determination in the pursuit of musical excellence; decided by the director of arts after consultation with all faculty members involved with music.

**The Butterfield Trophy and Prize for Outstanding Contribution to Dramatics:** Decided by the director of co-curricular arts in consultation with the directors of the plays and musicals during the year; consideration may be given to performances of other years.

**The Lutra Award:** Awarded to any students determined by the Lutra Awards committee under the *Constitution of the Lutra Awards Committee*; nominations may be submitted by any faculty member.

**The 1970 Trophy for the Outstanding Contribution to the Arts:** Awarded to a graduating student for the most outstanding contribution to the arts; decided by a poll of the teacher in charge of debating, the teacher in charge of drama, the teacher in charge of *The Record*, the head of English, the art teachers, the music teachers, the photography advisor for *The Record*, and any other teachers in charge of other creative events such as chapel presentations (e.g., the chaplain, choir director).

## **Criteria for the Awarding of Service Awards**

**The Lieutenant Governor's Community Volunteer Award for Students:** Awarded to a graduating student whose efforts and dedication have made a significant impact on others, and one who has gone well above and beyond the Ministry of Education's requirement of 40 hours of service to graduate.

**The Clinton T. Sayers '80 Community Service Award:** Awarded to the student with the most distinguished contribution to community service; this award recognizes the student who embodies the values of the School through breadth, excellence and dedication to service over the student's time at TCS.

The awarding of the following three prizes varies from year to year. They are awarded at the discretion of the chaplain.

**The Marion Osler Award for Head Sacristan:** Awarded to the head sacristan.

**The Pat Moss Society Award:** Awarded to a member of the society determined by the chaplain after consultation with the society's executive.

**The Archbishop of Toronto Prize:** Awarded to a graduating student, for contribution to the School's religious life, determined by the chaplain.

## **Criteria for the Awarding of Athletic Awards**

**The Andrew Westlake Cup:** Awarded to an athlete for a high level of achievement in a sport outside the TCS program; nominations are obtained from advisors, and the faculty votes.

**The dePencier Cup for Effort, Spirit and Achievement in Sport:** Awarded to graduating students by a vote of all Bigside full and half colour winners.

**The Ingles Trophy for Keenness in Athletics:** Awarded to graduating students by a vote of all Bigside full and half colour winners.

**The Jack Maynard Memorial Trophy for Leadership in Athletics:** Awarded to graduating students by a vote of all Bigside full and half colour winners.

**The Brian "Toby" Kent Memorial Award:** Awarded to the graduating students who are runners-up for the Grand Challenge Trophy.

**The Grand Challenge Trophy:** Awarded to two graduating athletes by a vote of the faculty on recommendations brought forward by the program director of athletics; these recommendations are based on teams played on, awards, leadership (captaincy, etc.) and nominations by coaches.

## Criteria for the Awarding of Special Prizes

**The Centennial Prizes for Effort and Progress:** Awarded to any student in any grade on the recommendation of all the student's teachers. All nominees are then reviewed in a meeting, and must be agreed upon by all faculty.

**Prizes for Outstanding Contribution to School Life:** Awarded to a student in each of Grade 9, Grade 10, Grade 11 and Grade 12; the entire faculty votes on recommendations submitted by advisors and heads of houses.

**The Merv Anthony Award:** Awarded to the graduating student who best exemplifies the qualities of quiet humour, perseverance and, above all, genuine concern for others; determined by a vote by the graduating class.

**The Percy Gordon Award:** Awarded to a graduating student for courage in the face of adversity; determined by a vote of the faculty upon recommendations submitted by advisors and heads of houses; not awarded every year.

**The Angus and Lorna Scott Award for Outstanding Contribution to School Life:** Awarded to a graduating student whose quiet, behind the scenes work and giving nature have intrinsically elevated the quality of life at TCS; the entire faculty votes.

**The Trinidad & Tobago Spirit of the Caribbean Cup:** Awarded to graduating students for outstanding contribution to school life and who, in addition, have exhibited the spirit of excitement and enthusiasm; all graduating Caribbean students should be considered, but the award need not necessarily go to a Caribbean student; the entire faculty submits recommendations and votes.

**The Andrew Westlake Memorial Scholarship:** Awarded to one member of the Leaving Class, who in the opinion of the head of school, exhibits persistence in order to achieve academic success and realize the student's potential as a result; the award is not intended to recognize achievement in absolute terms, but relative to ability; preference will be given to a student who combines athletic and academic effort to achieve success and who is held in esteem by peers; the scholarship is intended to assist the recipient in receiving a university education.

**The Ann and Bill Deluce Prize:** Awarded to a student who "in their one year at the School has contributed most to the life of the community while maintaining a sound academic and conduct record; the recipient must graduate with an average of at least 80%. It will normally go to one student, but if there are two worthy students of different genders it would be shared. The prize is \$300. The entire faculty submits recommendations and then votes.

**The Jim McMullen Memorial Trophy:** Awarded to a graduating student for honour, friendship and high endeavour; the entire faculty submits recommendations and votes.

**The Governor-General's Medal:** The Governor General's Medal (bronze) is awarded to the student who achieves the highest average upon graduation. The average includes all Grade 11 and Grade 12 courses. Equitable access for the entire student population is an important aspect of the medal's value. Regardless of the stream or the subjects chosen, all students are eligible for consideration upon graduation.

**The Chancellor's Medal for Scholarship:** Awarded for breadth of outstanding scholarship to a graduating student who does not receive the Governor General's Medal. The award is calculated using the highest average in Grade 12-level courses (4M, 4U, DU courses) taken through TCS (including summer and eLCC courses) and includes the following courses:

- ENG4U
- One of the arts, languages
- One of the arts, languages, HPE, business

- Two of math, science, computer studies
- Social sciences or the humanities
- Completion of at least one AP course

**The Rodger Wright Medal:** Presented annually to a graduating student who, through their contribution and achievement in the academic, athletic and artistic aspects of school life, exhibits a genuine love and passion for, and loyalty towards, Trinity College School.

**The Head's Award for Shared Leadership:** Awarded to one or more students who, in the opinion of the head of Trinity College School, are gentle, honest, friendly and who possesses a conscience which allows them to provide only their best efforts to support and lead, in a collaborative manner, peers, faculty, programs and/or school initiatives.

**The Collin Lawrence Cureatz '02 Memorial Award:** Awarded to a graduating student who is “dedicated, humble, patient, kind and a good listener”; the entire faculty submits recommendations and then votes.

**The Bronze Medal:** Awarded to a graduating student for integrity, example and leadership; the entire faculty votes; it is normally awarded to the head school prefect(s).

## APPENDIX D: Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of 18 without having met the requirements for the Ontario Secondary School Diploma.

To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows:

Seven required compulsory credits:

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

Seven required optional credits

- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described in the section *Substitutions for Compulsory Credits* (see page 7), also apply to the Ontario Secondary School Certificate.

### The Certificate of Accomplishment

According to the *Education Act* in Ontario, respecting pupil learning every child the age of six years on or before the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in that year until the age of 18 years.

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an Individual Education Plan (IEP), a copy of the IEP may be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment.

The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.







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