

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 a student get the most out of his or her academic time at the School.

TCS is committed to helping every student reach his or her potential. By providing a challenging and rewarding secondary school experience, TCS endeavours to prepare students to flourish at university and beyond.

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, 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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Academic Program: Diploma and Certificates

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)

All students are awarded the Ontario Secondary School Diploma (OSSD), provided they have earned 30 secondary school credits, of which 18 are compulsory for the OSSD. Within the 12 optional credits, TCS has other compulsory requirements within each grade, which are outlined below. 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.

Credits Required for the Ontario Secondary School Diploma (OSSD)	
<i>18 Compulsory Credits + 12 optional credits = 30 credits total</i>	
Students must earn the following compulsory credits to obtain the OSSD:	
- English	4 credits
- mathematics	3 credits
- science	2 credits
- Canadian history	1 credit
- Canadian geography	1 credit
- the arts	1 credit
- health and physical education	1 credit
- French as a second language (or an international language)	1 credit
- career studies	0.5 credit
- civics	0.5 credit
Plus one credit from each of the following groups:	
- an additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education	1 credit
- an additional credit in health and physical education, or the arts, or business studies, or cooperative education	1 credit
- an additional credit in science, or technological education, or cooperative education	1 credit
In addition to the compulsory credits, students must complete:	
- 12 optional credits*	
- 40 hours of community involvement activities	
- the provincial literacy requirement	

* The TCS Diploma also requires the following courses:

- Communication Technology (TGJ2O), mandatory for all Grade 9 students and new students entering in Grade 10

- Grade 10 students are required to take a second course in both international languages and the arts
- Grade 11/12 students are required to take a senior social science credit (3M, 4M or 4U-level course in the social sciences department, including BBB4M but not BBB4Me or BOH4Me)
- Grade 11/12 students are required to take non-credit guidance courses.

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

Another possible certificate is the Ontario Secondary School Certificate (OSSC). The OSSC is not normally awarded at TCS, but is described in Appendix D.

Transferring to TCS

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 needed to earn an Ontario Secondary School Diploma (OSSD). Please note that students entering TCS without compulsory requirements in previous grades will be asked to take these courses before moving on to senior electives. For more detailed information about course options and conditions, please turn to *Course of Study* (Appendix A) at the back of this publication.

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, he or she 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. 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 (OSSLC) 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.

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 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 low-income housing builds, nursing homes, food banks, animal shelters and environmental conservation centres.

In recent 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. Most often these trips are affiliated with well-reputed charitable organizations such as Me to We. 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, the dates of which are included in the *TCS Planner* (distributed to students at the beginning of 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 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 or compulsory credit for Grade 9 French. Up to two 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 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 Request Form* and submits it for approval to the dean of academic and student support and the academic office, in consultation with the relevant academic department. 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 Request Form* is stored in the student's OSR.

Prior Learning Assessment and Recognition (PLAR)

Under the Ontario Ministry of Education guidelines and policies, it is possible to receive credit for prior learning. In this case, a student who has already covered material in a course (and has not yet received a credit for it) may ask for the opportunity to prove that he or she knows the course material sufficiently well to earn a credit for his or her 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.

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 his or her faculty advisor, guidance counsellor and parent(s). Please be aware that course change requests may not be granted due to class size 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 changes after this time.

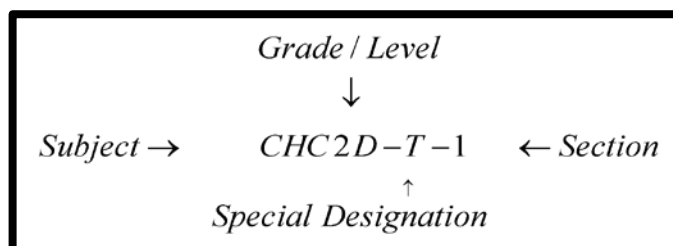
Full disclosure of courses taken by a student takes effect five instructional days following the issue of the January report card for full-year courses (or five instructional days after the November report for semestered courses). Students may drop a course, provided that the parent(s) and either the director of guidance or dean of academic & student support approve the drop. This must happen before May 1st of the school year. No drops, under any circumstances, will be considered after this date. 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.

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 graduation.

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, “e” designates online or e-learning courses, and “AP” identifies courses offered at the Advanced Placement level.
- For the purpose of scheduling, each course code has a section number.

Timetable Organization

TCS offers full year courses over two terms, with the exceptions being half-credits in Grade 10 Civics and Guidance and the MCR3U/MHF4U mathematics “double-credit” combination in Grade 11. Students will normally take a maximum of eight classes in a fully tumbled eight-day cycle, as shown in the table below. Experiential learning and extra Advanced Placement classes are also scheduled in the flex periods.

TRINITY COLLEGE SCHOOL BLOCK SCHEDULE

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
Chapel								
Period 1	BLOCK A	BLOCK E	BLOCK B	BLOCK F	BLOCK C	BLOCK G	BLOCK D	BLOCK H
AA/Break								
Period 2	BLOCK B	BLOCK F	BLOCK C	BLOCK G	BLOCK D	BLOCK H	BLOCK A	BLOCK E
Period 3 & 1 st lunch	BLOCK C (Senior courses)	BLOCK G (Senior courses)	BLOCK D (Senior courses)	BLOCK H (Senior courses)	BLOCK A (Senior courses)	BLOCK E (Senior courses)	BLOCK B (Senior courses)	BLOCK F (Senior courses)
Period 3 & 2 nd lunch	BLOCK C (Junior courses)	BLOCK G (Junior courses)	BLOCK D (Junior courses)	BLOCK H (Junior courses)	BLOCK A (Junior courses)	BLOCK E (Junior courses)	BLOCK B (Junior courses)	BLOCK F (Junior courses)
Flex	Flex 1	Flex 2	Flex 3	Flex 4	Flex 5	Flex 6	Flex 7	Flex 8
Period 4	BLOCK D	BLOCK H	BLOCK A	BLOCK E	BLOCK B	BLOCK F	BLOCK C	BLOCK G

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 their 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 November report cards, students in Grade 11, who attained TCS Scholar status in June of the previous year and have maintained this standing at the November reporting period, will be permitted to study in a location of their choosing.
- Note: The November report is not a formal scholar-designated report and so students are not honoured as TCS Scholars at this time; however, students will be permitted to leave supervised study.
- Grade 11 students who are new to TCS and who have earned an overall academic average of 86% (or more) at the November reporting period may remain in their current supervised study or sign into the library.
- Grade 11 students who are returning, who were not named to the Scholar's List in June, but who have earned an overall academic average of 86% (or more) at the November reporting period may remain in their current supervised study or sign into the library.
- Grade 9 and 10 students, as well as any Grade 11 student who has not earned an overall average of 86% or above on the November report, 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 director of 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, as communicated in the summer by the dean of academic and student support), and Grade 12 students who are new to TCS, must sign into library study. A Grade 12 student who earns an 86% or above on the November report is dismissed from daytime study.
- In addition, if a Grade 12 student runs into any difficulty with meeting online course expectations, he or she may be enrolled in a daytime study at the discretion of the academic office.

Evening Studies

- Grade 12 students may earn grad privileges. It is at the discretion of housemasters and advisors as to whether or not new Grade 12 students attend evening supervised study.
- Grade 10 and 11 scholars who have earned 86% on the June report are not required to attend study, as supported by housemasters, advisors and the academic office.
- All Grade 9 students, as well as new and non-scholar Grade 10 and 11 students, and Grade 12 students designated by housemasters, must attend evening study.
- The November report is the first report card of the year that includes numerical grades; although the School does not formally name scholars at this time, earning 86% or more on the November report will serve as an exit card for evening study, as listed below.

Scholar Status and Evening Study

- Formal TCS Scholar status is generated in January.
- A returning TCS Scholar who has earned 86% or more on the November report will not be mandated to attend supervised study.
- A returning Grade 11 student who was a scholar but is no longer a scholar in November has until the January report to re-establish scholar status.
- A returning Grade 11 student who was not a scholar but has earned 86% on the November report will remain in study until the January report.
- A new Grade 11 student who has earned an 86% or more on the November report will not be mandated to attend supervised study (at the discretion of the housemaster).

- A returning Grade 10 student who was a scholar on the June report but has not maintained an overall average of 86% will be strongly encouraged to return to evening study until January (at the discretion of the housemaster).
- A returning Grade 10 student who was not named a scholar in June, but has earned 86% on the November report will remain in study until the January report.
- A returning Grade 10 student who has not yet earned 86% or more on the November report will remain in supervised study in the evenings.
- A new Grade 10 student who has earned an 86% average on the November report will remain in study until scholar status is assessed in January.
- All Grade 9 students shall remain in supervised study.

Academic Program: Curriculum

For full descriptions of each course offered at TCS, see *Course of Study* (Appendix A) of this publication.

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>.

To gain access to the courses of study for all courses taught at TCS, including unit overviews, assessment practices and course outlines, please visit the academic office (room 106) or the guidance department, where hard copies for each course are kept on file.

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 coursework. See further details under the Advanced Placement program section of this document.

- Advanced Placement Seminar (HSB4U-AP)
- Advanced Placement Research (IDC4U-AP)

The Arts

The study of the arts is one of the cornerstones of an excellent education and one that we strongly believe 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 our 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.

There is a Performing Arts Specialist program for students wishing to dedicate themselves to the study of one of the performing arts. This involves many facets of support for these students. Interested students should contact the head of arts for more information.

The courses described below are from the three curricular disciplines presently offered: visual art, drama and music. All students at TCS must select an arts course in 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:

Music

- Grade 9 Instrumental Music – Beginners (AMU1OB)
- Grade 9 Instrumental Music – Advanced (AMU1OA)
- Grade 10 Instrumental Music (AMU2O)
- Grade 10 Guitar (AMG2O)
- Grade 11 Intermediate Guitar (AMG3M)
- Grade 11 Instrumental Music (AMU3M)
- Grade 12 Music (AMU4M)
- Advanced Placement Music Theory (AMU4M-AP) – *offered only with sufficient demand*

Visual Arts

- Grade 9 Introductory Visual Arts (AVI1O)
- Grade 10/11 Intermediate Visual Arts (AVI3M)
- Grade 11 Media Arts (ASM3M)
- Grade 12 Senior Visual Arts (AVI4M)
- Advanced Placement Studio Art (AWM4M-AP)
- Advanced Placement Art History (AWU4M-AP) – *offered only with sufficient demand*

Drama

- Grade 10 Dramatic Arts (ADA2O)
- Grade 11 Dramatic Arts (ADA3M)
- Grade 12 Dramatic Arts (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 very involved with embedding technology into the curriculum in Grades 9 and 10. The courses offered by the department are as follows:

- Grade 10 Communication Technology (TGJ2O)
- Grade 10 Computer Science and Problem Solving (ICS2O)
- Grade 11 Communication Technology (TGJ3M)
- Grade 11 Introduction to Computer Science (ICS3U)
- Grade 12 Communications Technology (TGJ4M)
- Advanced Placement Computer Science (ICS4U-AP)

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) 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 (ENG1D)
- Grade 10 English (ENG2D)
- Grade 10 English – Travel Option (ENG2D-T)

- Grade 11 English (ENG3U)
- Grade 12 English I (ENG4U)
- The Writer’s Craft (EWC4U)
- Advanced Placement English Language and Composition (ENG3U-AP)
- Advanced Placement English Literature and Composition (ETS4U-AP/ENG4U-AP)

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 department:

- Grade 9 Learning Strategies 1: Skills for Success in Secondary School (GLS1O)
- Learning Strategies: Skills for Success in Secondary School (GLE2O)
- Grade 10 Career Studies (GLC2O) – 0.5 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. 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 this department are as follows:

- Grade 9 Healthy Active Living Education (PPL1O)
- Grade 10 Healthy Living and Large Group Activities (PAL2O with emphasis on hockey)
- Grade 10 Healthy Active Living Education (PPL2O)
- Grade 11 Healthy Living and Outdoor Activities (PAD3O)
- Grade 11 Healthy Living and Outdoor Activities – Outdoor Excursions (PAD3O-T)
- Grade 12 Introduction to 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.

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 private 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 in the fall, and during the March Break our students and supervising faculty travel abroad for just over two weeks. Participating TCS students typically are required to host a guest student in their home (for day students) or in their dorm room (for residential students).

The courses offered by the department of languages and culture are as follows:

French

- Grade 9 Core French (FSF1D)
- Grade 9 Core French – Enriched (FSF1D-E)
- Grade 10 Core French (FSF2D)
- Grade 10 Core French – Enriched (FSF2D-E)
- Grade 11 Core French (FSF3U)
- Grade 11 Core French – Enriched (FSF3U-E)
- Grade 12 Core French (FSF4U)
- Grade 12 Core French/Advanced Placement French Language and Culture (FSF4U-AP)

Spanish

- Spanish, Level 1 (LWSBD)
- Spanish: Level 2 (LWSCU)
- Spanish: Level 3 (LWSDU)
- Advanced Placement Spanish Language & Culture (LWSDU-AP)

Latin

- Latin: Level 1 (LVLBD)
- Latin: Level 2 (LVLCU)
- Latin: Level 3 (LVLDU)
- Grade 12 Classical Civilizations (LVV4U)

German

- German, Level 1 (LWGBD) – *only offered with sufficient demand*
- German, Level 3 (LWGDU) – *offered through the PLAR process to German-speaking students*

Mandarin

- Simplified Chinese, Level 1 (LKBBDe) – online
- Simplified Chinese, Level 3 and Advanced Placement Chinese Language and Culture (LKBDU-APe) - online

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.

TCS expects all mathematics students to own a TI-84 Plus graphics calculator, which can be purchased through the School. 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 of mathematics are as follows:

- Grade 9 Principles of Mathematics – Academic (MPM1D)
- Grade 9 Foundations of Mathematics – Applied (MFM1P)
- Grade 10 Principles of Mathematics – Academic (MPM2D)
- Grade 10 Foundations of Mathematics – Applied (MFM2P)
- Grade 11 Functions (MCR3U)
- Grade 11 Functions and Applications (MCF3M)
- Grade 11 Mathematics for Work and Everyday Life (MEL3E)
- Grade 12 Advanced Functions (MHF4U)
- Grade 12 Calculus and Vectors (MCV4U)
- Grade 12 Mathematics of Data Management (MDM4U)
- Advanced Placement Calculus AB (MCV4U-AP)
- Advanced Placement Statistics (MDM4U-AP)

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. Enriched opportunities in the core sciences are available at the Advanced Placement level in Grade 11 and 12, as well as at the Grade 10 level in order to best prepare students for senior science courses, especially at the AP level. The department also offers three additional Grade 12 courses – AP Environmental Science, Earth and Space Science, and General Science, a course designed for non-science students.

The courses offered by the department of science are as follows:

- Grade 9 Science (SNC1D)
- Grade 10 Science (SNC2D)
- Grade 10 Science – Enriched (SNC2D-E)
- Grade 11 Biology (SBI3U)
- Grade 11 Biology: Pre-AP (SBI3U-AP)
- Grade 11 Chemistry (SCH3U)
- Grade 11 Chemistry: Pre-AP (SCH3U-AP)
- Grade 11 Physics (SPH3U)
- Grade 11 Physics: Pre-AP (SPH3U-AP)
- Grade 12 Science (SNC4M)
- Grade 12 Biology (SBI4U)
- Grade 12 Chemistry (SCH4U)
- Grade 12 Physics (SPH4U)
- Grade 12 Earth and Space Science (SES4Ue) – online
- Advanced Placement Biology (SBI4U-AP)
- Advanced Placement Chemistry (SCH4U-AP)
- Advanced Placement Environmental Science (SES4U-AP)
- Advanced Placement Physics 1 and Physics 2 (SPH4U-AP)

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 university 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.

Canadian and World Studies

- Grade 9 Geography of Canada (CGC1D)
- Grade 10 Civics (CHV20) – 0.5 credit
- Grade 10 Canadian History since World War I (CHC2D)
- Grade 10 Canadian History since World War I – Travel Option (CHC2D-T)
- Grade 11 American History (CHA3U)
- Grade 11 Geography: Forces of Nature: Physical Processes and Disasters (CGF3M)
- Grade 12 Environment and Resource Management (CGR4M)
- Grade 12 World Issues: A Geographic Analysis (CGW4U)
- Grade 12 Canadian and International Law (CLN4U)
- Grade 12 Canadian and World Politics (CPW4U)
- Grade 12 Analyzing Current Economic Issues (CIA4U)
- Grade 12 World History since the 15th Century (CHY4U)
- Advanced Placement Government and Politics: Comparative (CPW4U-AP)
- Advanced Placement Microeconomics (CIA4U-AP)
- Advanced Placement World History (CHY4U-AP)

Humanities

- Grade 11 World Religions and Belief Traditions: Perspectives, Issues and Challenges (HRT3M)
- Grade 11 Introduction to Anthropology, Psychology & Society (HSP3Ue) – online
- Grade 12 Challenge and Change in Society (HSB4Ue) – online
- Grade 12 Equity and Social Justice: From Theory to Practice (HSE4M)
- Grade 12 Philosophy: Questions and Theories (HZT4U)
- Advanced Placement Psychology (HHG4M-APe) – online

Business

- Grade 11 Financial Accounting Fundamentals (BAF3Me) – online
- Grade 12 Business Leadership: Management Fundamentals (BOH4Me) – online
- Grade 12 International Business Fundamentals (BBB4M and BBB4Me) – on-campus and online

Advanced Placement Courses

Advanced Placement courses are very challenging courses in a variety of subjects under the administration of the College Board in Princeton, New Jersey. Each course includes work in the Grade 11 or 12 course of that subject and moves significantly beyond. A standard exam, 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 Grade 11 or 12 course material and will complete a summative assessment in the June exam block. 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, with the exception of AP Environmental Science, require the completion of the Grade 11 pre-AP course or the successful completion of assigned summer work.
- No student should take more than four APs at one time in Grade 12, and no more than two APs in Grade 11, without the permission of the director of guidance.
- Only under exceptional circumstances will a Grade 9 or 10 student be permitted to take an AP course.
- 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.
- 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 below).
- 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% to 86%. Given this incongruence, 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 Ministry of Education Ontario 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](#).

Note: There is an additional fee for all AP examinations. This may range in cost between \$120-\$150 CDN *per exam*.

AP Courses/Exams offered at TCS

Discipline	AP Courses/Exams Offered at TCS
AP Capstone	AP Seminar (HSB4U-AP) AP Research (IDC4U-AP)
Arts	Art History (AWU4M-AP) Music Theory (AMU4M-AP) Studio Art (AWM4M-AP)
English	English Language & Composition (ENG3U-AP) English Literature & Composition (ETS4U-AP)
History & Social Sciences	Comparative Government & Politics (CPW4U-AP) Microeconomics (CIA4U-AP) Psychology (HHG4M-APe) (online only) World History (CHY4U-AP)
Science, Technology, Engineering, Math	Biology (SBI4U-AP) Calculus AB (MCV4U-AP) Chemistry (SCH4U-AP) Computer Science (ICS4U-AP) Computer Science Principles (exam only) Environmental Science (SES4U-AP) Physics 1 (SPH4U-AP) Physics 2 (SPH4U-AP) Statistics (MDM4U-AP)
World Languages & Culture	Chinese Language and Culture (LKBDU-APe) French Language and Culture (FSF4U-AP) German Language and Culture (exam only) Japanese Language and Culture (exam only) Spanish Language and Culture (LWSDU-AP)
<i>Note: All AP courses require a minimal enrolment to run</i>	

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:

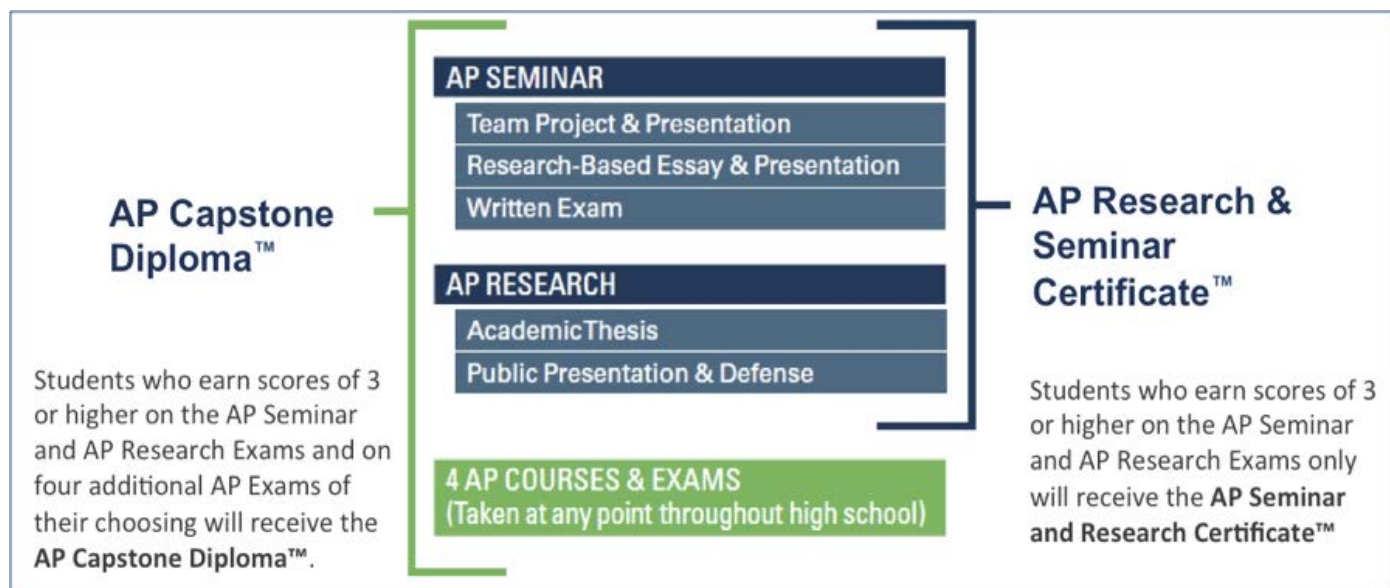
- **AP Scholar:** Awarded to students who receive grades of 3 or higher on three or more AP exams.
- **AP Scholar with Honour:** Awarded to students who receive an average grade of at least 3.25 on all AP exams taken, and grades of 3 or higher on four or more of these exams.
- **AP Scholar with Distinction:** 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.
- **National AP Scholar (Canada):** Awarded to students in Canada who earn grades of at least 4 on five AP exams.

Advanced Placement Capstone Diploma

Trinity College School is proud to be one of the first schools in Canada 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 coursework.

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 below). 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 2016-2017 include:

Simplified Chinese, Level 1	LKBBDDe
Introduction to Anthropology, Psychology & Sociology	HSP3Ue
Simplified Chinese, Level 3 / AP Mandarin Language & Culture	LKBDU-APe
Earth and Space Science	SES4Ue

Business Leadership: Management Fundamentals	BOH4Me
Challenge and Change in Society	HSB4Ue
International Business Fundamentals	BBB4Me
AP Psychology	HHG4M-APe
<i>Online course credits are identified with an “e” after the course code</i>	

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 a student’s TCS report cards. 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, he or she 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.

Success in online learning requires self-motivation, diligence and perseverance and may not be suitable for all students. 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.

Experiential Education

Complementing the many in-class course offerings, TCS offers two courses outside of the normal timetable with a focus on experiential education. Grade 10 Canadian History since World War I – Travel Option (CHC2D-T) and Grade 11 Healthy Living and Outdoor Activities – Outdoor Excursions (PAD3O-T) both involve experiential off-campus trips within Canada or overseas to enhance learning. There are additional costs associated with each of these courses.

The School also offers credit courses in the summer at a college of Cambridge University (U.K.). See the Summer Program options below for more information.

TCS Summer Academy 2017

Over the past few years, there has been significant growth in academic credits available to TCS students during the summer. Some students choose to take extra summer credits during their secondary school careers and they may take courses on campus at TCS, through our summer school program in Cambridge, England, or online through the School partnership with [e-Learning Consortium Canada](#).

On Campus Offerings

Course Dates: Tuesday, July 4 – Wednesday, July 26, 2017 (17 academic days)
Review Day: Tuesday, July 25th
Final Exam: Wednesday, July 26th
Daily Schedule: Instructional time: 9:00 a.m.-3:00 p.m.
Lunch in Osler Hall available for Summer Academy faculty and students
Homework and Extra Help: 3:00-4:00 p.m.
Total time: 110 hours (17 days @ 6.5 hours of instructional time per day)
Courses Offered:

- Grade 9 Geography (CGC1D)
- Grade 10 Science (SNC2D)
- Grade 10/11 Leadership & Fitness (PPL3O)
- Grade 11 Functions (MCR3U)
- Grade 11 Visual Art (AVI3M)
- Grade 11 Introduction to Financial Accounting (BAF3M)
- Grade 12 English (ENG4)
- Grade 12 Advanced Functions (MHF4U)

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

Courses in Cambridge, England

Dates: Sunday, July 2 – Saturday, July 22, 2017
Course Offered: Grade 12 English (ENG4U)

Online Offerings

Offered in partnership with TCS and e-Learning Consortium Canada, these interactive courses are web-based and can be taken from anywhere in the world with high speed internet connectivity.

Course Dates: Monday, July 3 – Friday, July 28, 2017 (flexible time over 4 weeks)
Courses Offered (to be confirmed by spring 2017):

- Grade 11 Communications Technology (TGJ3Me)
- Grade 12 Mathematics of Data Management (MDM4Ue)
- Grade 12 International Business Fundamentals (BBB4Me)

Please contact the director of teaching & learning for applications and more information on available courses at 905-885-3217 ext. 1365 or by email at mhealy@tcs.on.ca. The School's summer course offerings will also be posted online in January 2017 and students will be made aware of the different options available.

Preparatory Academy

Senior Preparatory Academy: August 20 to August 31, 2017
Junior Preparatory Academy: August 21 to August 25, 2017

This on-campus program will run for the two weeks leading up to the academic year and is open to both new and returning students. The academy will give new students a chance to adjust to residential life and connect with other members of our community, including our English as a Second Language teacher, academic support department, residential staff and other students. The academy is available to incoming students who are looking to integrate confidently into our classrooms and residences in September and, in some cases, to returning students who want to further develop their comfort level and skills in the classroom before the start of school.

Registration forms will be available in all admissions packages for the 2016-2017 academic year as well as on the TCS website in January 2017. Payment is required at time of registration. For more information, contact our director of summer programs, at mbishop@tcs.on.ca or 905-885-3217 ext. 1334.

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 January 2017 report card to drop the TCS course without it appearing as a withdrawal on the permanent Ontario Student Transcript.

The Guidance Department and Course Selection

Overview and Mission

It is the mission of the guidance department to inspire students to reach beyond their comfort zones, to believe that the difficult is obtainable and, ultimately, to provide a context where students appreciate the abundant latent potential inherent in themselves and others. The guidance department supports each student through periods of transition, growth, development and finally to necessary decision making as the process toward post-secondary endeavours unfolds. To this end, TCS offers a comprehensive guidance program from Grade 10 to Grade 12 consisting of guidance classes, educational planning, university trips, visits of over 30 university representatives to TCS each autumn, university forums where recent graduates speak of their university experiences, Careers Night, parent information sessions and a host of other activities.

Guidance Classes

Students in Grade 10 spend half of the year in a regular guidance class and the other half in civics class. Guidance in Grade 10 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. Students earn a half-credit for the half-year they spend in guidance.

In the Grade 11 and Grade 12 guidance programs, students meet regularly for the full year and, while attendance is compulsory, no credits are awarded in these upper two years. Grade 12 students, in addition to guidance classes, are also required to have regular one-on-one meetings with their guidance counsellor throughout the process. In Grade 11 the guidance classes consist of 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 research strategies for the summer break. In Grade 12 the application process begins in earnest. As students enter their final year, they are encouraged to be proactive, and, with support, to develop the confidence to deal with issues directly.

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 to be completed by each student under the direction of a guidance counsellor. Course selection consists of four parts: the courses the student wishes to take; the educational plan which comprises past, current and possible future courses, the aim of which is to clarify options; any planned summer courses and the location where these will be taken; and lastly, any possible areas of university study so that correct course prerequisites are put in place.

When completed, course selections will be reviewed by a guidance counsellor and academic departments; subsequently, choices will be made available online for review and approval by advisors and parents. Changes can be requested 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 as the School refines the process with a view to improved communication with families.

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 to become familiar with Grade 9 course options, Senior School co-curricular programming and expectations of students and families. Following March Break, 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.

Through these spring meetings, not only will Grade 8 students be introduced to the courses that will be available to them for their Grade 9 year, but they will also begin the important process of educational planning with an eye to eventual post-secondary options and career aspirations. The in-class sessions will be used to discuss the transition to the Senior School, educational possibilities in the Senior School as well as various educational paths and career options.

“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 the headmaster 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 head of the Junior School and the headmaster 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 headmaster 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, the head of the Junior School will send a consent form to the parents. This form must be signed by a parent/guardian, the head of the Junior School and the headmaster. Upon completion of the credit course, a final report will be completed and signed by the head of the Junior School and the headmaster. Both of these documents will be kept in the student’s Ontario Student Record.

For example, last year some Junior School students completed “reach ahead” credits in Learning Strategies (GLS1O) during their Grade 8 school year.

New Students

New students must also complete course selections but will do so online; 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. Please be aware that guidance counsellors are not available throughout the summer. They are available until late June and will begin to handle new registrations after the middle of August.

Educational Planning Chart

As recommended by the Ontario Ministry of Education, students will complete an Educational Plan in guidance class. Course offerings for subsequent years are included for reference. We are aware that students’ plans change, but it is very helpful to all involved if future paths are considered when making choices for this year. Please refer to the list of courses by grade level and the course descriptions (see *Appendix A: Course of Study* at the back of this publication) when making course selections. General guidelines for each grade level are listed below.

Types of Courses

Almost all students at TCS plan to attend university upon graduation. With this in mind, TCS offers primarily “academic” courses that encompass theoretical and abstract applications necessary for university preparation.

However, in math in Grades 9, 10 and 11, there are also “applied” courses that emphasize practical and concrete applications. The guidance department, in consultation with the math department and the parent(s), will determine the appropriate math course for each student. Students wishing to move from one type of course to another should consult with a guidance counsellor.

As most courses in the first year of secondary school are compulsory, Grade 9 students have very little choice in their academic program. Please note that students are asked to choose between Academic and Applied Mathematics. Applied level mathematics should only be taken by students who have serious difficulty with math.

Grade 10 students also have limited choice in their courses due to Ontario Ministry of Education and TCS requirements, including taking a second international languages credit and a second arts credit. Students considering attending American universities should continue with the second language studied in their first year of high school as a senior level foreign language is required by most top-tier U.S. universities. Many students complete a summer course between Grade 10 and Grade 11 to create more flexibility in courses studied and add to their total number of credits. Students and parents may want to keep this in mind for future planning.

Grade 11 students’ course selections should be a careful mix of Grade 11 courses which may be prerequisites for Grade 12 university prep courses required for entrance to specific university programs. Students are asked to ensure that any Grade 12 courses required for university entrance are accounted for in their Grade 11 course selections so that prerequisites are in order. Please note that the last two digits of the five-digit course code designate the level of the course; university prep courses end in 4U or 4M. Families should begin serious discussion regarding university options and, if possible, visit a few universities over the summer prior to Grade 11. Students will be attending regular guidance classes at TCS; however, perusing university websites and requesting information packages will provide a good foundation and jump-start the planning process.

Grade 12 students must consider requirements for university entrance. Many students may still be unsure of their path of study beyond TCS and should therefore consider all possibilities and try to keep as many doors open as possible. If information is required regarding prerequisites for university programs, then please visit specific university websites or the Ontario Universities’ Application Centre’s eINFO website (www.electronicinfo.ca). Families are strongly encouraged to visit universities in person and become familiar with their websites over the summer prior to Grade 12, and to discuss university options. The application process begins early in the fall term and there is little time to visit or thoroughly research schools before applications are due.

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 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.

Source material informing assessment and evaluation at TCS:

- *Growing Success, Assessment, Evaluation and Reporting in Ontario Schools: Covering Grades 1-12 (First Edition)*. Ontario Ministry of Education, Queen's Printer for Ontario, 2010.
- O'Connor, Ken. *A Repair Kit for Grading: Fifteen Fixes for Broken Grades*. 2010. Print. (Nine faculty members also attended an assessment conference with Ken O'Connor in 2011.)
- Cooper, Damian. *Talk About Assessment: High School Strategies and Tools*. 2009. Print. (Damian Cooper delivered a full-faculty workshop at TCS in the past and faculty members have attended conferences where he has presented.)
- Wagner, Tony. *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need –And What We Can Do About It*. 2010. Print.
- "Growing Success." EduGAINS. Web. 26 April 2016. (Note: EduGAINS is a "website that houses ministry developed resources to support policies and programs related to improved learning and teaching - Kindergarten to Grade 12 - in Ontario schools.")
- Collaborative work with fellow CIS Ontario independent schools

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 the 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:

- Be encouraged to 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 the student so he or she 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).

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.

Summative Assessments

Under the provisions of *Growing Success*, summative assessments will take different forms in different courses. 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.

Students must complete their summative assessments in order to earn their credits. In terms of exams, in order to maintain the integrity of the process, exams must be written each day, as scheduled. Exams may be written in classrooms, the upper gym, the arena or the academic support area in the library.

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

Normally, in the afternoon prior to an exam, students will have a scheduled review class, as well as extra help and study time with their teachers. 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 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 coursework. 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.

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 Grade 11 and Grade 12 students to attempt at least one AP course. 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 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 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 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 students in Grade 11 and 12. 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: Along with essential content, AP courses develop the core skills of critical thinking, collaboration, communication and creativity.

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 21st 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 below 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:

- "NI" for needs improvement
- "M" for meets expectations
- "E" for exceeds expectations

Note: A student receiving all "M"s on a given report card is doing remarkably well; indeed, he or she 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: www.edu.gov.on.ca/eng/policyfunding/success.html.



The 6 Learning Skills

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

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 interview booking system opens; parents book their own interviews.

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 “exceeding expectations,” “meeting expectations,” or “needing 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 housemaster, and Parent-Teacher Meetings, will ensure parents are fully informed about the progress of their child.

The 2016-2017 schedule for report cards and Parent-Teacher Meetings is as follows:

- October Progress Report (no marks): Friday, October 14, 2016
- Parent-Teacher Meetings: Friday, October 28 and Saturday, October 29, 2016
- November Report: Friday, November 25, 2016
- January Report: Friday, February 3, 2017
- Parent-Teacher Meetings: Friday, February 24 and Saturday, February 25, 2017
- April Progress Report: Friday, April 21, 2017
- June Final Report: Monday, June 26, 2017

Parents will be notified by email when the reports will be posted and how they may be accessed online.

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 son/daughter is not complying with this school expectation. Students may also want to use their mobile device, Outlook 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.

Final Examinations and Summative Assessments

Formal exams and certain summative assessments happen June 5-14, 2017 leading up to Speech Day on Friday, June 16, 2017. Under the provisions of *Growing Success*, in addition to formal exams, other forms of summative assessment, such as portfolio presentations, performance exams and other activities, may take place during this time. Individual student schedules are available on May 1st to assist with planning and preparation. Exam outlines and review for individual courses are normally provided prior to the May long weekend.

Students must complete their exams and summative assessments in order to earn their credits. Please understand that, in order to maintain the integrity of the process, exams must be written each day, as scheduled. Exams may be written in classrooms, the upper gym, the arena or the academic support area. Exams typically last between 1.5 to 2.5 hours, depending on the grade level of the exam, and are worth between 20%-30% of a student’s final grade. Normally, in the afternoon prior to an exam, students will have a scheduled review class, as well as extra help and study time with their teachers. Students must wear exam dress (Number One dress minus the jacket and tie) for all exams. Exam results are reported on the June report card.

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.

Academic Program: Supports and Resources

The Advisor Program

Working in partnership with advisees, faculty advisors have four key areas of responsibility in relation to their student advisees:

To act as an advocate and provide support

- Meet once a cycle with advisee group and individually as needed
- Communicate with teachers and housemasters about advisee progress and well-being
- Be part of action plans for advisees struggling to meet expectations
- Consider attending events involving advisees (games, plays, award evenings)

To encourage academic success and co-curricular involvement

- Encourage and track engagement in school life
- Seek resources through the office of academic & student support as needed
- Ensure that supports recommended by teachers are understood by advisees
- Use Edsby panorama post alerts and keep up to date with details related to advisees

To guide in reflection and decision-making

- Advise in goal-setting and reflection
- Guide in making informed choices

To initiate and enable communication between advisee and advisor, and home and school

- Meet with parents on opening day and at Parent-Teacher Meetings
- Write carefully composed report card comments that reflect familiarity with advisees
- Ensure that parents are aware of any difficulties being experienced by their son/daughter in conjunction with housemaster and teachers

Advising is not just about academics but the overall well-being of the student. The advisor meets with his or her advisees at a group meeting once per academic cycle during the designated Day 3 flex block to ensure regular communication. Students are encouraged by their advisors to advocate for themselves and to take responsibility for their choices in academics and all other areas of TCS life. Encouraging advisees to make informed choices is a key principle of the advisor program.

The advisor and the housemaster are the primary contacts for parents. Teachers and co-curricular leaders often contact advisors if they have difficulty with a student in or out of the classroom. Should advisors notice a significant or recurring problem, they will contact parents to keep them informed. It is also very important that parents contact their son or daughter's advisor should they have any concerns. This will ensure communication is thorough and timely.

Matching advisors and advisees is done with careful consideration and is foremost based upon house association. As much as possible, students are matched with advisors who are associated with their boarding or day house.

Most often, advisor/advisee relationships are successful. When there appears to be a problem, students and parents are asked to first communicate with the advisor to discuss areas of concern. Occasionally, a match may not be suited for the advisee or the advisor and it is at this time that questions and concerns should go to the advisor committee coordinator for committee consideration. While each case is unique, the School follows an established protocol to ensure that students, parents and faculty advisors are treated fairly:

1. The first step is to discuss and attempt to resolve any issues within the relationship in the hopes of maintaining the initial advisor-advisee match.
2. If it is determined that issues cannot be resolved, then steps will be taken to find the student another advisor. Please respect that this process is internal. We ask that direct requests not be made to individual faculty members.
3. Please note changes are most easily made at the end of the school year. All requests should be submitted to the advisor committee coordinator, or any member of the advisor committee.

Finally, it is very important to note that the program requires cooperation on the part of both the advisor and the advisee. These relationships are most effective when built on a foundation of honesty, mutual respect and candid communication.

Academic and Student Support

The mission of Trinity College School's office of academic & student support is to foster independence, responsibility and understanding in matters of physical and emotional health, learning and educational planning.

Awareness of issues that may be hampering a student's success in and/or outside of the classroom is worthless without the means to address the unique needs of the situation. A committee of school leaders regularly meets to discuss any students of concern. The office of academic and student support is not only committed to supporting students, but also faculty and families. Our health services include 24-hour nursing staff, on-site professional counselling and on-site psycho-educational testing, which is not only of great convenience to our students but a luxury amongst independent schools. We have regularly scheduled guidance classes at every grade level in the Senior School, and routinely offer additional opportunities for students to explore educational and career options. We have scheduled four Academic Assistance sessions each school week, ensuring all teachers are available to students at a regular time.

Our team provides a holistic approach in response to the needs of students, which is especially important when a student may be experiencing difficulty living within the expectations of our community. Specifically, the divorce of discipline and counselling serves to fortify the integrity of the support offered to a student in need. Counselling is less likely to be regarded as punitive but rather an outstretched hand confirming the School's belief in the inherent worth of the student. All academic and student support services are offered with Trinity College School's mission, to develop habits of the heart and mind for a life of purpose and service, foremost in our minds.

As a laptop computer school with dedicated wireless internet ports throughout campus, all students have access to a virtually limitless field of assistive technologies and learning resources to assist them in realizing their potential.

The fundamental purpose of the office of academic support is to provide guidance, resources and support for teachers and students to help students help themselves. While this sounds like a relatively straightforward task, there are many stepping-stones involved in reaching this goal. One of the most important steps is impressing upon students that we, as a faculty, are very willing to provide additional assistance and support if the student is also willing to put forth a sincere effort. Teaching and learning is a partnership.

Forms of Support

Students are encouraged to identify their areas of need and seek out support. This is done in many ways. Faculty, advisors, housemasters 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 Tutorial Seminars

Recognizing that many students need support outside of the classroom for their learning in mathematics, the mathematics 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. Starting in September 2016, the newly created Math Learning Centre, a designated room staffed every academic period, will allow for drop-in extra math help. Homework help is also offered by teachers and student peer tutors on a drop-in basis three evenings per week from 7:00-9:00 p.m. For students who need help beyond these programs, in mathematics and/or science, the teacher may recommend that the student join a mathematics tutorial seminar, which are scheduled two evenings per week.

Individualized Academic Support

If a student's area of need is more pervasive, organizationally based or learning-style centred, the student and his or her 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 him or her. 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.

Support for Students with Identified Special 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. Assessments may be performed on-site with our school psychometrist. 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 housemaster, 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.

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 Honour Code and Academic Integrity

The Honour Code

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

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

Personal integrity is the cornerstone of one's character and a component of the foundation upon which students can thrive and develop. Integrity involves aligning of words and actions with one's deepest beliefs and values. This requires courage and perseverance in the daily task of doing one's best, not for external rewards, but for the higher prize of being true to one's best self. 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, healthy and respectful 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 fulfillment and success are achieved through an open mind, a generous view of one's neighbour, and a clear respect for others. Only through extending ongoing and unconditional respect and compassion for the people with whom we share this campus can a community like TCS fulfill its mission and purpose.

At the beginning of the school year, and with their advisor, all students must read, review and sign three important documents:

- *The Honour Code*
- *Academic Integrity Commitment*
- *Technology Acceptable 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.

Cheating

Students who cheat on assignments, tests or exams will be given a zero and will be reported to the director of academic administration or designate. Particularly serious incidents are given a hearing. The student is advised and supported by the advisor and/or housemaster on these occasions. Students involved in such offences will be subject to additional consequences ranging from a "red 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 director of academic administration or designate. The student is advised and supported by the advisor and/or housemaster 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 "red 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).

College Board Policy on Plagiarism and Falsification or Fabrication of Information

Source: *AP Seminar Course and Exam Description* (2016)

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 0 on that particular component of the AP Seminar and/or AP Research Performance Assessment 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 0 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 0 on that particular component of the AP Seminar and/or AP Research Performance Assessment 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 0 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, he or she 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, housemaster and parents will be notified that the assignment is late. The student will be mandated to attend academic assistance with his/her 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. Teacher 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 housemaster to deny weekend leave or alternate consequence until student work is complete.
- In consultation with the advisor, housemaster and academic office, a request may be made that grad or scholar's 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.

Academic Attendance

TCS attendance policies are clearly outlined in the *Academic Life* section of *Life at Trinity* (page 6). Please report all absences during the school day by calling the attendance hotline: 905-885-3217 ext. 1111.

Similarly, the policies for leaves, both personal and medical, are outlined in *Life at Trinity* (pages 6 and 11).

Late Arrivals

For a variety of reasons, a student's arrival may be delayed at the beginning of the school year. In particular, international students may have difficulties securing a valid student visa prior to entering Canada. Such delays will be closely monitored by the school administration. In the case of a Grade 12 student, a delay of 30 or more instructional days would likely require the student to either withdraw, or to defer their acceptance to the following year.

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, etc.) 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.

Academic Standards and Recognition

Academic Standards

Students who finish with a cumulative average of 86% or higher at the end of the January and June reporting periods qualify for the Scholar's List. The School celebrates the achievement of scholars with a Scholars' Evening in September (returning students from June report) and in February (January report). On Scholars' Evenings, academic ties or pins are presented to all scholars. To earn scholar recognition, students must carry minimum course loads. This would include a minimum of seven courses in Grades 9 and 10, six courses in Grade 11 and five courses in Grade 12. As well, exchange students who have missed their June examinations are ineligible for scholar recognition in September.

Depending on the grade level, this distinction also carries certain privileges until the next reporting period. For example, students on the Scholar's List may use study halls or evening study time for other acceptable pursuits. However, these privileges may be revoked at any time if students fail to maintain their level of achievement or if learning skills are not meeting expectations. For a detailed overview of Scholar's List privileges, see *Daytime Studies* on page 7.

Academic Warning

Students with overall averages, at formal reporting periods, of less than 70% are discussed by faculty. In these cases, communication takes place with parents and a meeting with the head of Senior School or designate may be arranged. The goal is to identify issues and develop strategies for solving them. At the end of the year, the faculty reviews the progress of each student at a meeting chaired by the headmaster. 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 reached the School's academic expectations in both achievement and effort may be asked to leave the School. Students with a cumulative average below 70% who are permitted to return will be placed on a performance contract and may be mandated to access various academic and student support services. Students returning for Grade 12 with an overall average below 70% will normally have their grad privileges (which may include exemptions from study halls and evening study) suspended until their grades and effort reach an acceptable level.

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 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 housemaster. Students with later flights must arrange to stay with relatives or a designated guardian until the flight.

APPENDIX A: Course of Study 2016-2017

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 coursework.

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 Grade 11 AP Seminar and Grade 12 AP Research.

To be eligible for the **AP Capstone Diploma**, students must earn scores of 3 or higher on Grade 11 AP Seminar, Grade 12 AP Research, and *four additional AP courses/exams*.

Grade 11 Advanced Placement Seminar (HSB4U-AP)

Prerequisite: Any university or university/college preparation course in social science 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

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, 2016*)

Grade 12 Advanced Placement Research (IDC4U-AP)

Prerequisite: AP Seminar (HSB4U-AP)

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*, 2016)

The Arts

Music

Grade 9 Instrumental Music (Beginners) (AMU10-B)

Prerequisite: None

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*)

This course is intended for students with little or no previous experience playing a musical instrument. Some students will take this course if they have tried an instrument in the past but have not been very successful and want to try again. Some students who have previously played an instrument will also take this course to learn a new instrument. The instruments offered in this class are the standard band instruments: flute, clarinet, saxophone, trumpet, French horn, trombone / euphonium, tuba, string / electric bass and drums / percussion.

All students will be introduced to the available instruments then complete the selection process for choosing which one they will play. While every attempt is made to give students their first choice of instrument, that is not always possible due to a number of factors. Students will play in a band setting for much of the time but will also play in small ensemble groups and on their own as their skill and confidence increases.

The non-performance aspects of the course will parallel those of the AMU10A course. Activities such as hand-drumming, improvisation, ear-training, music theory, composition, listening and research will be included to enrich the student's musical experience.

Grade 9 Instrumental Music (Advanced) (AMU10-A)

Prerequisite: None

Best preparation: This 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 Grade 9 Concert Band.

Grade 10 Instrumental Music (AMU2O)

Prerequisite: None

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop music literacy skills by using the creative and analysis process in composition, performance and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities and culture. (*The Arts – The Ontario Curriculum Grades 9 and 10, 2010*)

In AMU2O, students will continue to build on skills they have learned in AMU1O. Assessment will occur in both performance and non-performance work, with non-performance assessment including theory, ear training, transcription and written assignments. Students will perform on their major instrument in technical studies, solos and ensemble music in a variety of styles including classical, jazz and contemporary music, demonstrating technical mastery and artistic and interpretive sensitivity. Students will work in large and small ensemble settings and in the role of soloist.

Students enrolled will be expected to participate in the Grade 10 Band, which rehearses during class time. However, any student may audition for any of the other ensembles offered through the music department. The class will attend live performances and perform in concerts and festivals. Practice skills will be taught, reinforced and monitored throughout the year as an essential part of becoming an independent musician.

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 Intermediate 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/altered 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. There is an optional international trip to Europe planned for the 2016 March Break, open to any music student in Grade 11 or 12.

Grade 11 Instrumental 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. There is an optional international trip to Europe planned for the 2016 March Break, open to any music student in Grade 11 or 12.

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 19th and 20th 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. In addition, students are encouraged to form their own groups to explore, rehearse and perform music of their choosing. The class will attend live performances and perform in concerts and festivals. There is an optional international trip to Europe planned for the 2016 March Break open to any music student in Grade 11 or 12.

Advanced Placement Music Theory (AMU4M-AP)

Prerequisite: AMU3M, AMV3M or permission from the arts department

Note: This course is only offered if there is sufficient demand

AP Music Theory is a rigorous course taught to provide an in-depth study of the fundamentals of music theory that will lead to a greater understanding of the creative nature of music embodied in musical scores. The development of theoretical knowledge will be enhanced through application in composition, arranging, sight-singing and keyboard technique. Aural and visual analysis skills will be emphasized in every class. While the music of the common practice period will provide much of the repertoire for study and analysis, music from later periods and jazz styles will be incorporated liberally. This course is intended for students preparing for post-secondary studies in music, or preparing for RCMT exams, or who simply wish to pursue a deep interest and passion in music. Students will have the opportunity, and be encouraged, to use the skills learned in creative applications, such as composition and arranging that can be used in the performing ensembles within the School.

Visual Arts

Grade 9 Introductory Visual Arts (AVI1O)

Prerequisite: None

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary and historical context.

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 his or her role socially, both in the past and present.

Grade 10/11 Intermediate Visual Arts (AVI3M)

Prerequisite: AVI1O

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: Any Grade 9 or 10 course in the arts

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 on a DVD that also contains reflections on each of their media pieces.

Grade 12 Senior 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.

Advanced Placement Studio Art (AWM4M-AP)

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.

Advanced Placement Art History (AWU4M-AP)

Prerequisite: AVI3M

The AP Art History course should engage students at the same level as an introductory college art history survey. Such a course involves critical thinking and should develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting and other media. It also provides an opportunity for schools to strengthen an area neglected in most curricula. In this course, students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art.

This course provides students with an introductory survey of art history from early prehistory to contemporary art practices. Knowledge and understanding of historic art movements and congruent artists is explored through a variety of learning opportunities including active academic and experiential assignments. Understanding of art history extends beyond only image slides as students explore the discourse of art history through the lens of cultural contexts to discover how humans relate to the world. The pinnacle of the course is the European art tour during which students visit operas, galleries and museums to reinforce their knowledge and understanding of the historical implications of the visual arts. The summative project engages students in the creative process and critical-thinking skills as they apply their knowledge of the content into the creation of an original art history children's book. Students are tasked with writing, designing and creating their own story showcasing a specific movement studied during the year.

Drama

Grade 10 Dramatic Arts (ADA20)

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. The Grade 10 Drama program provides students with a general survey of the dramatic arts through the exploration of performance, research and technical theatre, culminating the development of the individual's self-confidence and creativity.

Grade 11 Dramatic Arts (ADA3M)

Prerequisite: ADA10 or ADA20

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 Dramatic Arts (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 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 10 Computer Science and Problem Solving (ICS2O)

Prerequisite: None

Best Preparation: TGJ2O

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

Students will use Lego robotics to learn and apply problem-solving methods and strategies that are transferrable to other areas of study. Students will plan and write simple computer games using GameMaker while applying

fundamental programming concepts. In the past, students researched, purchased and built as a class, a video editing computer that is still used by the School's Live Communication Technology class. Going where the need is greatest, the ICS2O class will be a resource for the whole school by taking students' concerns and questions about technology and developing some online help tools and tutorials. They will also learn about the interworking of a computer while they disassemble and reassemble various computers.

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, 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.

Advanced Placement Computer Science A (ICS4U-AP)

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 (ENG1D)

Prerequisite: None

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

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 classic and modern texts which may include: *Macbeth*, Shakespeare; *Of Mice and Men*, Steinbeck; *To Kill a Mockingbird*, Lee; and *Indian Horse*, Wagamese.

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 or ENG1P

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, Travel Option (ENG2D-T)

Prerequisite: ENG1D

Co-requisite: Integrated course with CHC2D-T

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, combined with experiencing history through travel, enhances learning. This course is a terrific cultural experience as well as an exceptional academic opportunity for enrolled students. (*Additional fees apply.*)

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 Osler 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 12 English (ENG4U)

Prerequisite: ENG3U

This course emphasizes the consolidation of the literacy, communication, and critical- and creative-thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries and cultures; interpret and evaluate informational and graphic texts; 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. The themes for 2015-2016 are: the mystery genre, Holocaust literature, African literature, Middle Eastern literature, animals and the sea, new journalism, post-apocalypse, politics and literature, defining questions, the short story, alienation literature, and fiction and form.

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.

Advanced Placement English Language and Composition (ENG3U-AP)

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.

The Writer's Craft (EWC4U)

Prerequisite: ENG3U

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

Advanced Placement English Literature and Composition (ETS4U-AP or ENG4U-AP)

Prerequisite: ENG3U

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 18th or 19th century.

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 Osler 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 Osler 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 9 Learning Strategies 1: Skills for Success in Secondary School (GLS10)

Prerequisite: None

Note: Also offered as a reach-ahead credit in the Junior School during Grade 8

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.

Learning Strategies: 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 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 well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others and develop their ability to think critically and creatively.

The 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 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, arena and swimming pool.

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 & Large Group Activities (PAL20 – emphasis on hockey)

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. 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 (PPL20)

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 Living and Outdoor Activities (PAD30)

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 well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and

creatively. The 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 11 Healthy Living and Outdoor Activities – Outdoor Excursions (PAD30-T)

Prerequisite: None

This course is designed for students with a love of camping and the outdoors. Students will learn a variety of camping skills and receive external certifications in canoeing, swimming and first aid. The course hours take place outside of the regular academic schedule giving more time in a student's academic day and providing better travel opportunities for this course including a camping trip each term. As part of the course, students will gain significant content towards their Duke of Edinburgh award, and will be encouraged to complete their Silver level. This course is ideal for students looking to work at a summer camp or who want to learn some important life skills and be confident going on a canoe trip with friends and family.

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 well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

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 – Academic 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 Enriched (FSF1D-E)

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 – Academic 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.

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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 – Academic 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 Enriched (FSF2D-E)

Prerequisite: FSF1D-E or equivalent and/or permission from the languages and culture department

Best Preparation: Extensive previous French Language instruction or equivalent; 80% or higher in FSF1D-E 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 – Academic 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 Enriched (FSF3U-E)

Prerequisite: FSF2D-E or equivalent and/or permission from the languages and culture department

Best Preparation: Extensive previous French Language instruction or equivalent; 80% or higher in FSF2D-E 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 Advanced Placement French Language and Culture (FSF4U-AP)

Prerequisite: FSF3U-E or equivalent and/or permission from the languages and culture department

Best Preparation: Extensive previous French language instruction or equivalent; 85% or higher in FSF3U-E 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 Hispanic music, and monthly videos

that portrait 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, well-being, nutrition, future plans, work, the arts, and actuality 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 Hispanic music, and monthly videos that portrait 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 postsecondary 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 refine and practice the grammar taught 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.

Advanced Placement Spanish Language and Culture (LWSDU-AP)

Prerequisite: LWSCU

The Spanish AP course prepares students for the demands of the AP exam. In addition, students continue practicing their language skills at the most advanced level. Students will use their Spanish knowledge to discuss real-world issues. There is a strong emphasis on long listening dialogues and presentations, complex texts and classroom discussions to foster an in-depth understanding of culture by comparing the Spanish-speaking world and their own personal experiences.

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 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.

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 Civilizations (LVV4U)

Prerequisite: ENG3U, 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 1 (LWGBD)

Prerequisite: None

Best Preparation: Students are not expected to have any previous knowledge of German

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in German. 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 German is spoken. They will also develop skills necessary for lifelong language learning.

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 5 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

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 German is spoken. They will also develop skills necessary for lifelong language learning.

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 the *Academic Course Calendar* for policies regarding online courses at TCS.

Simplified Chinese, Level 3, University / AP Mandarin Language & Culture (LKBDU-APe) - 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.

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 the *Academic Course Calendar* for policies regarding online courses at TCS.

Mathematics

Grade 9 Principles of Mathematics – Academic (MPM1D)

Prerequisite: None

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry, through investigation, the effective use of technology and abstract

reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

This course is the beginning of the secondary school academic math stream that will ultimately lead to Grade 12 Advanced Functions, Grade 12 Calculus & Vectors (or AP Calculus) and Grade 12 Data Management (or AP Statistics). This course emphasises proper algebraic methods for the units covered through traditional means as well as hands-on experimentation and the use of technology. Students make Khan Academy-style tutoring videos, analyze distance time graphs they make on their TI calculators via motion detectors, and investigate 3-D geometry properties through hands-on group experimentation. Students also analyze real world statistical data to see if linear trends apply.

Grade 9 Foundations of Mathematics – Applied (MFM1P)

Prerequisite: None

Best Preparation: Grade 8 Mathematics

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry, through investigation, the effective use of technology and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

This course allows students to explore many concepts and skills at a more moderate pace. The focus is on applying mathematical concepts to real-world settings as much as possible. This class typically has a very small teacher-student ratio, which allows for even greater individual attention for students.

Grade 10 Principles of Mathematics – Academic (MPM2D)

Prerequisite(s): MPM1D or MPM1H

Best Preparation: Minimum of 65% in MPM1D

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 10 Foundations of Mathematics – Applied (MFM2P)

Prerequisite(s): MFM1P or MPM1D

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Students will have numerous opportunities to collaborate, think critically and apply their mathematical abilities to real-life scenarios.

This course allows students to explore many concepts and skills at a more moderate pace. The focus is on applying mathematical concepts to real-world settings as much as possible. This class typically has a very small teacher-student ratio, which allows for even greater individual attention for students.

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(s): 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 11 Mathematics for Work and Everyday Life (MEL3E)

Prerequisite: MPM1D or MFM1P

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes and making purchases; apply calculations of simple and compound interest in saving, investing and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will have ample occasions to consolidate their mathematical skills as they solve problems and communicate their thinking and have ample opportunity to apply their learning to their financial lives.

This course allows students to explore many concepts and skills at a more moderate pace. The focus is on applying mathematical concepts to real-world settings as much as possible. This class typically has a very small teacher-student ratio, which allows for even greater individual attention for students.

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 graphing 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 graphing 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 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 in Osler Hall. 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.

Advanced Placement Calculus AB (MCV4U-AP)

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 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.

Advanced Placement Statistics (MDM4U-AP)

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 (SNC1D)

Prerequisites: None

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

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)

Prerequisites: SNC1D

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 10 Science Enriched (SNC2D-E)

Prerequisite: SNC1D and permission of the science department

Best preparation: Strength and consistency in learning skills are factors in determining if a student is a suitable candidate for the demanding nature of SNC2D-E. A grade of 85% in SNC1D is recommended.

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, chemical reactions, the interaction of light and matter, and forces that affect climate and climate change.

The Enriched Grade 10 Science course aims at better preparing students for the senior AP science courses. This course covers the regular Grade 10 content as well as some Grade 11 skills and concepts. The course aims at developing strong critical-thinking skills, enhanced laboratory techniques, and an overall love of science.

As the intensity, pace and rigor of this course are above that of the SNC2D credit, successful completion provides students with an excellent preparation for future study in AP courses. Students who are motivated, disciplined and have an interest in pursuing a science related stream in senior level courses are strongly encouraged to take this course.

Grade 11 Biology (SBI3U)

Prerequisites: 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.

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. 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 Pre-AP Biology (SBI3U-AP)

Prerequisites: SNC2D-E (Enriched) or SNC2D, along with permission from the science department

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

AP Biology is part of a two-year program where students take Pre-AP Biology (SBI3U-AP) followed by AP Biology. 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 over the past two years 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 Pre-AP Chemistry (SCH3U-AP)

Prerequisite: SNC2D-E (Enriched) or SNC2D, along with permission from the science department

Best preparation: Grade 10 Enriched Science (SNC2D-E). Strength and consistency in learning skills are factors in determining if a student is a suitable candidate for the demanding nature of SCH3U-AP. 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-AP) followed by AP Chemistry (SCH4U-AP). 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 Pre-AP Physics (SPH3U-AP)

Prerequisite: SNC2D-E (Enriched) or SNC2D, along with permission from the science department

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

AP Physics course is part of a two-year program where students take Pre-AP Physics (SPH3U-AP) first and AP Physics (SPH4U-AP) 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 12 Science (SNC4M)

Prerequisite: SNC2D

Note: This course is intended for students not taking another senior science course

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

Also called "Science and Society," this is a course that examines the development of scientific ideas, advancements, and the ethical implications between scientific research and humanities. Intricate relations of major public and global health challenges, programs and policies, and associated disciplines commonly referred to as science studies, will be examined. Four main units – public and global health, pathogens and diseases, mental illness and nutritional science – provide case studies in the philosophical, social and political dilemmas of scientific expertise, as well as the interrelationships of scientific concepts, medical and biotechnologies, ethics and practice.

Science and Society will introduce subunits to the methods of scientific practice, including epidemiological (disease outbreak) data collection and analysis, research skills, and major global initiatives for disease prevention and health promotion. Students will be introduced to the world's vast diversity of determinants of health and disease. Current and emerging global health priorities, including emerging infectious diseases, poverty, inequity and health system reforms will provide opportunities for critical thinking and discussion on comparing developed and developing countries.

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 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 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.

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems in equilibrium, electrochemistry, and atomic and molecular structure. The importance of chemistry in daily life and the impact of chemical technology on the environment will also be discussed. 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 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 as it arrives at the dwarf planet Pluto in July 2015). 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 (SES4Ue) - online

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.

Advanced Placement Biology (SBI4U-AP)

Prerequisite: SBI3U-AP or permission of the science department

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

AP Biology is part of a two-year program where students take Pre-AP Biology (SBI3U-AP) followed by AP Biology. 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.

Advanced Placement Chemistry (SCH4U-AP)

Prerequisite: SCH3U-AP or permission of the science department

Best preparation: Completion of Grade 11 Math (MCR3U), a grade of 85% in SCH3U-AP, 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-AP) followed by AP Chemistry. 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-AP 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.

Advanced Placement Environmental Science (SES4U-AP)

Prerequisite: SNC2D and permission of the science department

The goal of AP Environmental Science is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study.

This course is rigorous and fast paced with many assessments and a significant amount of reading. Students will be assigned nightly readings from the textbook that range from 8-10 pages (or 20-30 pages, if over a long weekend). Upon completion of the set reading, an open book reading quiz for learning will be given in class. Generally, each class contains a discussion on the previous night's reading followed by an activity or lab to help consolidate the concepts. Some of the activities or labs will require a write-up to follow; other times, the students will simply enjoy learning experientially. Videos, presentations, group work and major projects will be woven throughout the course.

Advanced Placement Physics 1 and Physics 2 (SPH4U-AP)

Prerequisite: SCH3U-AP or permission of the science department

Best preparation: Completion of Grade 11 Math (MCR3U), a grade of 85% in SCH3U-AP, 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 TI-84 or scientific calculator 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; and 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 as it arrives at the dwarf planet Pluto in July 2015). 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).

Social Sciences

Canadian and World Studies

Grade 9 Geography of Canada (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 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), 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 (CHV20) – 0.5 credit

Prerequisite: None

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national and global contexts, about political reactions to social change and about political decision-making processes in Canada. Students will also explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

In Grade 10 Civics, 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 groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations and events on Canadian identity, citizenship and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Grade 10 Canadian History since World War 1 - Travel Option (CHC2D-T)

Prerequisite: None

Co-requisite: Integrated course with ENG2D-T

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Students have the option of pursuing the Grade 10 Canadian History and Grade 10 English credit in an integrated dual-credit course that includes classroom time and two experiential education trips. The first excursion takes place over the November long weekend and sees students exploring the country's history and politics in Ottawa and Montreal. The second excursion is over March Break when students head across the Atlantic Ocean to study Canada's involvement in the First and Second World Wars. During the tour, the students travel through Belgium, France and Poland, to enhance and augment their understanding of the infamous battles. (*Additional fees apply.*)

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.

Students will also have an opportunity to sign up for the history field trip to Dearborn and Ann Arbor, Michigan, in September to learn about the Underground Railroad and the North American Industrial Revolution, and visit the University of Michigan for a tour of the school, library and archives.

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 Environment and Resource Management (CGR4M)

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

This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability and strategies for resource management, with a focus on the challenges of environmental degradation and resource depletion. Students will use geotechnologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment.

The Grade 12 Environment and Resource Management course looks at the origins of the planet, the interaction of ecosystems and the delicate balance that nature has created. Students then examine the rise of human civilizations and assess our unique impact on the environment. Field trips to the Ganaraska River and fish ladder, the water filtration plant and the sewage treatment plant allow students to see first-hand how we manage our interactions with the environment and evaluate the ecological costs associated with our increasing population. The independent study project allows students to investigate past mistakes with respect to environmental disasters, but also to explore new initiatives that give hope to the prospect of an encouraging future.

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 Canadian and International Law (CLN4U)

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English or social science 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 World Politics (CPW4U)

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English or social science 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 World 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 science 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 general economic theories and concepts.

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 science 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 19th-early 20th 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).

Advanced Placement Government and Politics: Comparative (CPW4U-AP)

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English or social science and humanities and/or permission from the social sciences department

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. (College Board, 2015)

Advanced Placement Microeconomics (CIA4U-AP)

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

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

Advanced Placement World History (CHY4U-AP)

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

In this course, students will study and explore the history of the world from 8000 BCE to present. World history is a relatively new sub-discipline of history, which began in the final decades of the 20th century. During the course students will study long time periods, larger geographical areas and much more human history than other traditional sub-disciplines of history, like American history or European history.

The students will engage in discussions, lectures and various written assignments/presentations in world history. Students will build upon all of their skills gained within the social sciences: historical thinking, working with primary and secondary sources, researching, writing and taking part in active class tutorial discussions; always with the hope to further students love for history and becoming active citizens in our global world.

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 & Society (HSP3Ue) - online

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.

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 the *Academic Course Calendar* for policies regarding online courses at TCS.

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: AP Seminar (HSB4U-AP)

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 the *Academic Course Calendar* for policies regarding online courses at TCS.

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 science 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 (HZT4U)

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

Advanced Placement Psychology (HHG4M-APe) - online

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 the *Academic Course Calendar* for policies regarding online courses at TCS.

Business

Grade 11 Financial Accounting Fundamentals (BAF3Me) – online

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.

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 the *Academic Course Calendar* for policies regarding online courses at TCS.

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 the *Academic Course Calendar* for policies regarding online courses at TCS.

Grade 12 International Business Fundamentals (BBB4M and BBB4Me) - on-campus and online options

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.

The online version of 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 the online BBB4Me course should expect to put in the same amount of time per week as peers in the on-campus section. 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 the *Academic Course Calendar* for policies regarding online courses at TCS.

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: ENG1D, ENG2D, ENG3U 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: 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.

Headmaster's Awards for Academic Excellence: Awarded to approximately the top 10% of students, based on academic average, in both Grade 9 and Grade 10.

Headmaster'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 in June, provided the mark is 80% or more. A full list of subject prizes follows:

Subject Prizes in Grade 11

- The Marion Garland Prize for English
- The Gareth Jones Prize for Mathematics
- The Philip Bishop French Prize (Enriched)
- The Spanish Prize
- The Music Prize
- The Drama Prize
- The Dr. Forrest Prize in Art
- The Hugel Prize in Geography
- The History Prize
- The American History Prize
- The World Religions Prize
- The Physics Prize
- The Chemistry Prize
- The Biology Prize
- The Ingles Prize in Classics
- The Outdoor Education Prize
- The HPE Leadership Course Prize

Subject Prizes in Grade 12

- The D'Arcy Martin Prize in English
- The Hugh Stevenson French Prize
- The Charles Tottenham French Prize
- The Spanish Prize
- The J.D. Ketchum Music Prize
- The A.M. Campbell Economics Prize
- The Wally Hobbs Prize for Law
- The Jack White Politics Prize
- The Dr. Forrest Prize in Art
- The Drama Prize

- The Founder’s Prize for Physics
- The Peter H. Lewis Medal for Chemistry
- The Earth and Space Science Prize
- The Don McCord Prize in Classics
- The Geoff Dale Classical Civilisation Prize
- The Philosophy Prize
- The Biology Prize
- The Environmental Science Prize
- The Armour Memorial Prize for Computer Science
- The Exercise Science Prize
- The Hugel Prize in Geography
 - Environment and Resource Management
 - World Issues
- The John T. Band History Prize
- The Rigby Social Science Prize

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 his or her 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 headmaster and faculty to a student who exhibits outstanding scholarship yet, does not win the Chancellor’s Prize; it would normally (but not automatically) go to the runner-up for the Chancellor’s Prize; 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); *b*) the student must earn a credit in at least one of: Advanced Functions (MHF4U) or Advanced Placement Statistics (MPM4U-AP). 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 Fine 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 Speaker’s Gavel: Awarded to the head of Debating, who is appointed by the teacher in charge of debating.

The Headmaster’s Art Purchase Award: Decided by the art teachers in consultation within the art department; ultimate responsibility lies with the head of fine 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 fine 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 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); the poll is conducted by a prefect under the direction of a faculty member.

Criteria for the Awarding of Service Awards

The Armour Memorial Prize for the Editor of *The Record*: Awarded to the editor of *The Record*, who is appointed by the teacher in charge of *The Record*.

The awarding of the following four 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.

The Clinton Sayers '80 Community Service Award: Awarded to a graduating student for a distinguished contribution to community service; determined by the chaplain, who will consult with community service representatives if necessary.

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.

Criteria for the Awarding of Athletic Awards

The Andrew Westlake Cup: Awarded to a male and/or a female 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 a male and a female graduating student by a vote of all Bigside full and half colour winners.

The Ingles Trophy for Keeness in Athletics: Awarded to a male and a female graduating student by a vote of all Bigside full and half colour winners.

The Jack Maynard Memorial trophy for Leadership in Athletics: Awarded to a male and a female graduating student by a vote of all Bigside full and half colour winners.

The Brian “Toby” Kent Memorial Award: Awarded to the male and female graduating students who are runners-up for the Grand Challenge Trophy.

The Grand Challenge Trophy: Awarded to a graduating male and a graduating female athlete by a vote of the faculty on recommendations brought forward by the 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 housemasters.

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 on recommendations put forward by the prefects.

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 housemasters; not awarded every year.

The Trinidad & Tobago Spirit of the Caribbean Cup: Awarded to both a male and a female graduating student 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 or more members of the Leaving Class, who in the opinion of the headmaster, exhibit persistence in order to achieve academic success and realize his or her 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 his or her peers; the scholarship is intended to assist the recipient in receiving a university education.

The Ann and Bill Deluce Prize: Awarded to a graduating student who in his or her 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 sexes it would be shared; it is determined by a vote of all Grade 12 teachers and senior housemasters.

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: Awarded to the winner of the Chancellor's Prize; in the case of a tie, the medal is given to the student with the slightly higher average.

The Chancellor's Prize for Scholarship: Awarded to the Grade 12 student with the highest cumulative average under the following conditions:

- a) The student's best six TCS 4U marks are to be used.
- b) The student must have written a minimum of three Advanced Placement exams during his/her TCS career.
- c) The minimum course load for the final year is five 4U courses.
- d) A TCS English 4U or French 4U must be included. If a student does not have either of these, he/she is ineligible for the Chancellor's Prize.
- e) No repeated 4U marks are to be used.
- f) Any student whose average is within 3% of the top average will be considered by a committee consisting of the headmaster and/or director of academic administration, the head of social sciences, the head of science or mathematics, and the teacher in charge of compiling the marks for prizes.

The Rodger Wright Medal: Presented annually to the 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 Headmaster's Award for Shared Leadership: Awarded to one or more students who, in the opinion of the headmaster, are gentle, honest, friendly and who possesses a conscience which allows him/her 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 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 previous section, *Substitutions for Compulsory Credits* (see page 5), 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.