

TORONTO SCHOLARS' COLLEGIATE



BSID # 665640

**School Course Calendar
2025 – 2026**

www.torontosc.com

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

A Message from the Principal

Welcome to Toronto Scholars' Collegiate!

Our teachers and staff look forward to welcoming all our students into the new school year. Toronto Scholars' Collegiate believes in strengthening and maintaining the foundation of a successful partnership between parents, students, and the school using clear expectations and communication. As such, this **School Course Calendar** details the full course of study available at TSC and policies and procedures to help students get the most out of their academic time at the School.

At Toronto Scholars' Collegiate, our mission has always been to encourage each student's sense of personal worth, to help them achieve their highest potential, and to teach them that they are responsible for the decisions they make. As Albert Einstein so wisely said, "*Education is not the learning of facts, but the training of the mind to think.*" That principle guides everything we do—from our focus on critical thinking and problem solving to the supportive and safe environment we cultivate.

We are proud to be a values-driven school where each student is seen, heard, and celebrated. Our small-sized classrooms and thoughtfully structured classrooms allow us to treat every learner as a unique individual. Our exceptional teachers educate each student through a holistic approach.

The Toronto Scholars Collegiate Online Classroom was developed during the time of the COVID-19 pandemic to help students continue learning online when they needed to isolate or quarantine. Our school still has the online classroom to help our students when they are unable to attend in-person classes due to unforeseen situations. Our online classroom is committed to providing our students with synchronous and asynchronous learning following the Ministry of Education requirements and instructed by Ontario Certified Teachers. Students attending Toronto Scholars' Collegiate will, therefore, have the opportunity to take courses that are in-person, hybrid, or completely online.

We strive to provide opportunities to bring out the very best in every TSC learner by helping students balance their individual aptitudes, the requirements of the Ontario Secondary School Diploma, and university admission requirements. All courses offered at Toronto Scholars' Collegiate have been developed according to the requirements of the Ontario Ministry of Education. Please take time to familiarize yourselves with this document. There is a great deal of helpful and important information contained within these covers, which you will find yourselves regularly referencing, including our daily routine, academic and co-curricular information, rules and expectations, contact information, and the School's Honour Code.

I wish you all the best for what will inevitably be an active, challenging, fulfilling, and fun year.

Dr. Sneha Abraham, OCT
Principal
Phone: 647-346-7460
Email: sneha.a@torontosc.com

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

School Course Calendar 2025-26 Table of Contents

The Importance and Value of completing your OSSD..... page 4

Toronto Scholars’ Collegiate commitment to reach every student page 4

The requirement to remain in secondary school pages 4

Toronto Scholars’ Collegiate’s overall goals and philosophy pages 4

Toronto Scholars’ Collegiate organization, terms, reporting periods, timetable..... pages 6-9

Toronto Scholars’ Collegiate expectation regarding students’ responsibilities, achievement, attendance pages 9-11

Toronto Scholars’ Collegiate’s school code of conduct/Safe School Policy pages 12-15

Diploma and Certificates

Compulsory Credit requirements pages 15

Optional Credit requirements page 15

OSSC Requirements and Certificate of Accomplishment page 15-16

The Provincial School Literacy Requirement, including:

- the Ontario Secondary School Literacy Test
- the Ontario Secondary School Literacy Course
- Accommodations, special provisions, deferrals, and exemptions..... pages 16-19

Community involvement requirements and procedures page 19

Substitution Policy for compulsory courses page 19

Curriculum

The Requirements for the Ontario Secondary School Certificate pages 20

The Certificate of Accomplishment page 20

The definition of a credit page 21

Definitions of the types of courses available in the Ontario Curriculum pages 21

Explanation of the course coding system pages 23

Description of all courses offered by Toronto Scholars’ Collegiate..... pages 24-37

How to gain access to Outlines of the Courses of Study..... page 37

Description of Experiential learning programs (co-op and job shadowing) page 37

Policy regarding student withdrawal from courses in grade 11 and 12 page 37-38

Procedures related to changing course types pages 38

The Prior Learning Assessment and Recognition processes for equivalency page 39

Information on evaluation and examination policies page 39-43

Information on reporting procedures, including Toronto Scholars’ Collegiate report card and the OST page 43-44

Supports and Resources

Guidance and education and career planning supports, including

- Individual Pathways Plan and orientation and exit programs page 44-45

Curriculum

Strategies and resources for students and parents to support education planning and the course selection process..... pages 45

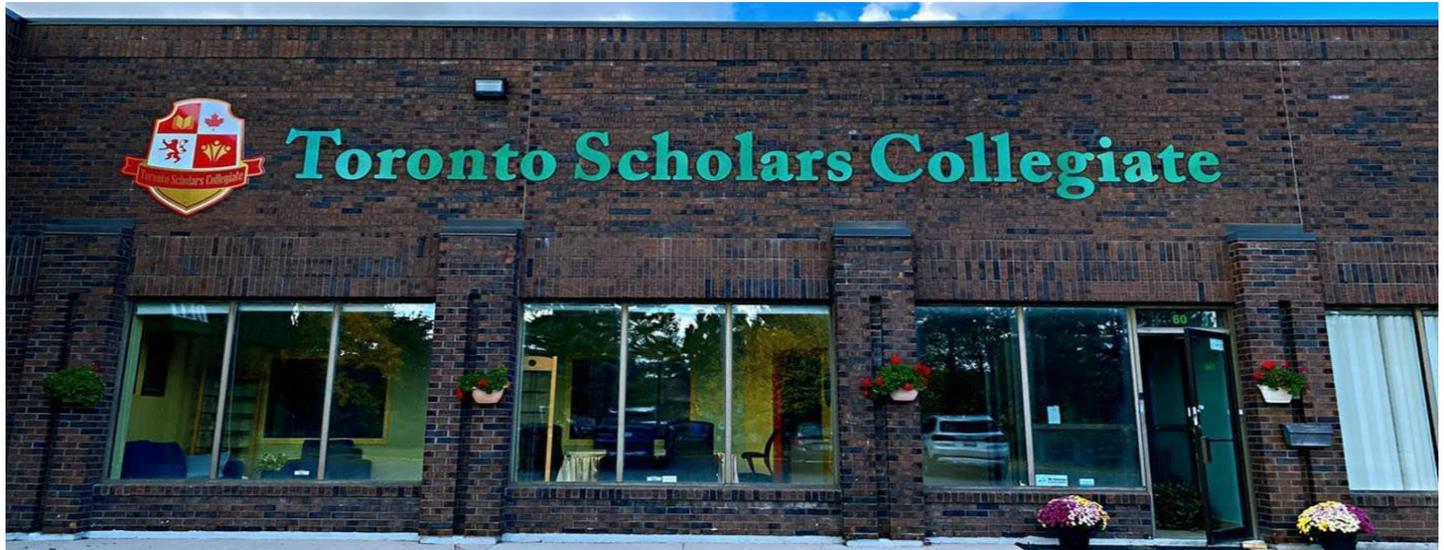
Intervention strategies, supports, and programs page 46

Supports for English learners page 46

Computer labs and resource centre/library page 47

Community resources page 47

Special Education Accommodations..... page 47



Importance and Value of a Secondary Education

A secondary school education sets the groundwork for further learning and growth in any direction that the student chooses to take: workplace, apprenticeship, college diploma program, or university degree program. A secondary school education provides essential hard skills that all students need in life, such as reading, writing, numeracy, communication skills, and topic-oriented information. However, a strong secondary school education will also teach a student soft skills needed for all job and career paths: time management, organization, leadership, diligence, integrity, and work ethic.

At Toronto Scholars' Collegiate Private School, we are dedicated to teach all students the hard skills needed to open up doors to college and university programs. We are equally dedicated to teach the soft skills that will ensure that the student is intellectually prepared for further education and emotionally prepared for the skills needed in life.

Requirements for the Ontario Secondary School Certificate and the Certificate of Education

All Ontario students must remain in secondary school until the student has reached the age of eighteen obtained an Ontario Secondary School Diploma (OSSD).

Toronto Scholars' Collegiate's Overall Goals and Philosophy

- ✚ To encourage each student's feeling of personal worth;
- ✚ To help each student to use their potential;
- ✚ To teach each student that they are responsible for their decisions;
- ✚ To report frequently to parents about their child's progress

Toronto Scholars' Collegiate's Commitment to Reach Every Student

In this day and age, it is increasingly important that your children master certain fundamental basic skills; develop a life-long work ethic, and acquire a positive attitude towards competition and personal success. These attributes belong to individuals who are strong economic, social, or political leaders in

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

our society today. Early in your children's years and throughout their school lives, you groom them for their eventual successes. Now, more than ever before, your children need the traditional academic skills and positive personal attitudes provided by a **Toronto Scholars' Collegiate** education.

The Ministry of Education states that “parents play a vital role in education. When parents are engaged and involved, everyone – students, parents, and families, schools, and communities – benefits, and our school become increasingly rich and positive places to teach, learn, and grow.”¹ At Toronto Scholars' Collegiate, we are dedicated to creating an environment where parents and teachers are focused on helping each student become the best learner they can be. It is Toronto Scholars' Collegiate's responsibility to report often and well to parents. Report cards are mailed home with a frequency that is double the public schools (interim, mid-term and end of term for the two high school semesters). Achievement is reported as a percentage within a range that corresponds with the Ministry of Education's four levels of achievement.

There are no Professional Development Days at Toronto Scholars' Collegiate during the school year. Interviews are held, not during the school day when parents are at work, but in the evenings when parents can come (4 to 6 interview opportunities are scheduled throughout the year). There are very few trips, and the ones that do occur are curriculum--related or important for community development. Toronto Scholars' Collegiate participates in the grade ten Literacy Test. Toronto Scholars' Collegiate does not participate in the Grade 9 Provincial tests. These tests are not normed or standardized, and they require a week to administer.

Through the partnership between Toronto Scholars' Collegiate and the families, we are focused on raising children who are well behaved, respectful and well mannered with good morals and ethics. We hope to raise children so that their daily conduct demonstrates, fosters and allows easy class management, little or no discipline and positive academic attitudes giving the teacher the opportunity to provide instruction.

Students will be expected, at all times, to be good citizens and respectful of authority. Students will be required to complete all assigned tasks to the best of their ability, and they will be challenged to achieve their potential. Students will be treated with consistency, understanding, and fairness. Toronto Scholars' Collegiate students will be expected to develop an understanding of their individual responsibility for personal choices. When a student meets or exceeds expectations, we are able to accomplish our Purposes and Objectives.

¹ Parents in Partnership: A Parent Engagement Policy for Ontario Schools, 2010, page 5

Toronto Scholars' Collegiate's Organization: Including terms, reporting periods, and timetable

Courses Offered at Toronto Scholars' Collegiate 2025 – 2026:

Grade 9:	Grade 10:	Grade 11:	Grade 12:
AVI1O Visual Arts	ASM2O Media Arts	ASM3M Media Arts	ASM4M Media Arts
CGC1W Geography	AVI2O Visual Arts	AVI3M Visual Arts	AVI4M Visual Arts
ENL1W English	BEP2O Introduction to Business	BAF3M Accounting	BAT4M Financial Accounting Principles
GLS1O Learning Strategies	CHC2D History	BDI3C Entrepreneurship: The Venture	BBB4M International Business
MTH1W Math	CHC2P History	CIE3M The Individual and the Economy	BOH4M Business Leadership
PPL1O Health/PE	CHV2O Civics	EMS3O Media Studies	CGW4U World Issues: A Geographic Analysis
SNC1W Science	ENG2D English	EPS3O English Presentation and Speaking	CIA4U Analyzing Current Economic Issues
	ENG2P English	ENG3C English	CLN4U Canadian and International Law
	GLC2O Career Studies	ENG3U English	ENG4U University English
	MPM2D Math	HSG3M Gender Studies	HFA4U Nutrition and Health
	MFM2P Math	HSP3U Anthropology, Sociology, Psychology	HHS4U Families in Canada
	PPL2O Health/PE	ICS3U Introduction to Computer Science	HSC4M World Cultures
	SNC2D Science	MCR3U Functions	ICS4U Computer Science
	SNC2P Science	MEL3E Everyday Mathematics	MCV4U Calculus/Vectors
		SPH3U Physics	MDM4U Data Management
		SBI3U Biology	MHF4U Functions
		SCH3U Chemistry	OLC4O
		TEJ3M Computer Engineering Technology	SBI4U Biology
			SCH4U Chemistry
			SPH4U Physics
			TEJ4M Computer Engineering Technology

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

Terms

Fall Term – September 3 to December 19, 2025

Winter Term – January 6 to April 30, 2025

Spring Term – May 4 to June 25, 2025

Reporting Student Achievement to Parents/Guardians

There are several reporting periods throughout the school year.

This year the reporting dates are as follows:

Fall Term 2025

September 29 (Interim Report)

October 24 (Midterm Report)

December 19 (Final Report)

Winter Term 2025

January 28 (Interim Report)

February 24 (Midterm Report)

April 30 (Final Report)

Spring Term 2024

May 28 (Midterm Report)

June 25 (Final Report)

Timetable for course offerings
 Fall Semester: September 3, 2025 to December 19, 2025

	Grade 9	Grade 10	Grade 11	Grade 12
Period AM 9 am – 12 pm	ENL1W	END2D ENG2P	MCR3U ELSDO	SBI4U BBB4M
Lunch 12 pm – 1 pm				
Period PM 1 pm – 4 pm	AVI1O	AVI2O ESLDO	ENG3U ADA3M	ENG4U CGW4U

Winter Semester: January 6, 2025, to April 30, 2025

	Grade 9	Grade 10	Grade 11	Grade 12
Period AM 9 am – 12 pm	CGC1D	SNC2D	SBI3U ELSDO	MHF4U HFA4U
Lunch 12 pm – 1 pm				
Period PM 1 pm – 4 pm	PPL1O	BBI2O	HSP3U	MDM4U

Spring Semester: May 4 to June 25, 2025

	Grade 9	Grade 10	Grade 11	Grade 12
Period AM 9 am – 12 pm	SNC1W	MPM2D	ICS3U	MDM4U
Lunch 12 pm – 1 pm				
Period PM 1 pm – 4 pm	ESLDO	ADA2O	ADA3M ASM3M	AVI4M

Hours of Instruction:

75 Days in the fall semester x 1.5 hours classes = 112.5 hours per course

74 Days in the winter semester x 1.5 hours classes = 111 hours per course

38 Days in the spring semester x 3 hours classes = 114 hours per course

Toronto Scholars' Collegiate's Expectations Regarding Students' Responsibilities, Achievement, and Attendance

A Toronto Scholars' Collegiate Student is . . .

intelligent, polite, honest, respectful, kind-hearted, trusting and trustful, and well-behaved.

A Toronto Scholars' Collegiate Student becomes . . .

hard-working, organized, well-read, self-confident, a leader/participant, an achiever, a

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

university/college graduate, and a citizen.

A Toronto Scholars' Collegiate student will learn to demonstrate . . .

achievement in a range indicative of academic success appropriate for their registered grade.

Student Standards of Good Conduct

Success at Toronto Scholars' Collegiate is contingent upon the following:

- 1) The student is intellectually and academically capable of achieving in a grade appropriate program;
- 2) The student strives to improve beyond the academic levels identified at admission;
- 3) The student continues to meet the Standards of Good Conduct
- 4) The student's parents continue to support and promote the philosophies, policies, staff and decisions of Toronto Scholars' Collegiate.

Some of the indicators of a student's and parents' continuing desire of success at Toronto Scholars' Collegiate is adherence to the following Standards of Good Conduct:

- Respect for Self - A student will . . .
 - be clean, neat and presentable while in school;
 - have acceptable grooming, good personal hygiene and corporal sanctity;
 - will display a positive and optimistic attitude.
- Respect for Adults - A student will . . .
 - interact positively with all adults, including school personnel and parents, in the classroom, in the halls, on the property, and out in public;
 - comply with the authority of the school;
 - comply with the Student Order and Discipline Policy and its consequences;
 - adhere to the rules of the school and to the laws of the state.
- Respect for Peers - A student will . . .
 - respect the rights and freedom of others and their general ability to benefit from Toronto Scholars' Collegiate;
 - interact positively with all peers respecting their right of privacy, personal property, physical and emotional security, in the classroom, in the halls, on the property, and out in public;
 - at all times will speak well of fellow students, welcome others into groups, provide to others when needed, encourage others to join in;
 - have a positive influence upon other's attitudes and efforts.
- Concern for Community - A student will . . .
 - positively & publicly promote the good will and reputation of Toronto Scholars' Collegiate;
 - be a law-abiding citizen;
 - respect all public and private property;
 - be a steward of the school's property and building, keeping it clean and free of damage;
 - pick up after others and clean up after themselves;
 - participate in school fundraisers for the benefit of the school/local/world community and the environment.
- Maintain/Improve Academic Effort & Performance - A student will . . .
 - will maintain an academic performance equal to or better than his/her assessed abilities;
 - demonstrate a daily commitment to achieve one's potential;
 - will maintain excellent attendance and punctuality;
 - compete all classwork, assignments, projects, and homework in a timely fashion and with due diligence.

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

- Leadership - A student will . . .
 - be honest and trustworthy;
 - be a consistent and willing participant in the House League, school clubs, school social activities, come to the aid of another;
 - be a visible example to others of good citizenship.

Some additional reasons why a student's success at Toronto Scholars' Collegiate would be jeopardized and/or enrollment discontinued include, but are not limited to, the following (since it would lead to the negative of the Standards of Good Conduct and its aforementioned assumptions)

- tardiness and absenteeism;
- breaking the law, negatively affecting the public goodwill and reputation of the school;
- threatening or endangering the physical or emotional well-being of another person
- refusal to comply with academic or behavioural expectations
- attitude, verbal or nonverbal disrespect
- interference with the general ability of others to benefit from the school
- negative influence upon other's attitudes or efforts
- smoking, or continuing inappropriate behaviour.

All of the above indicators shall be solely at the Principal's definition.

The Standards of Conduct and its implementation is described in detail in various parent and student information and is a condition of this registration and continued enrollment.

Attendance at Toronto Scholars' Collegiate is mandatory and is expected up until the child is 18 or has earned their OSSD. Students are required to fulfill all course expectations and the mandatory 110 course hours to complete a course. Students who are not in attendance for 110 course hours must have parental permission (up to 5 absences) and/or a doctor's note (up to 10 absences). Notices of absenteeism are sent out at increments of 5 days absent. When a student nears 20 days absent from the fall or winter semester (or 10 days absent from the spring semester), the credit is in jeopardy due to lack of course hours.

Toronto Scholars' Collegiate's Code of Conduct/Safe School Policy

Why is there a provincial code of conduct?

Ontario's provincial code of conduct sets clear standards of behaviour for individual school boards to follow, so that they can develop their own codes of conduct. The standards of behaviour in school board codes of conduct must be consistent with the requirements outlined in the provincial code of conduct.

Who is included in the code, and where does it apply?

The code of conduct applies not only to students but to everyone involved in the publicly funded school system, including parents or guardians, volunteers, teachers and other staff members. The code applies whether on school property, on school buses, at school-authorized events or activities, or in other circumstances that could have an impact on the school climate.

Fundamental beliefs:

Everyone has a responsibility to promote a safe environment. Everyone should be aware of their rights as active and engaged citizens. More importantly, everyone should also accept responsibility

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

for protecting their rights and the rights of others. Responsible citizenship involves taking part in the civic life of the school. All members of the school community are to be treated with respect and dignity, especially those in positions of authority.

Everyone has a responsibility to resolve conflicts in a way that is civil and respectful. Insults, hurtful acts and a lack of respect for others disrupt learning and teaching in a school community.

Everyone is expected to resolve conflicts without using violence. Physical aggression is not a responsible way to deal with other people. No one should use an object to injure another person or even threaten to use an object to injure another person. This is unacceptable and puts everyone's safety at risk.

TSC's Standards of Behaviour Respect, Civility and Responsible Citizenship

All TSC school members must:

- respect and follow all applicable laws
- demonstrate honesty and integrity
- respect differences in people
- treat one another with dignity and respect at all times, especially when there is disagreement
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, religion, gender, sexual orientation, age or disability
- respect the rights of others
- show care and respect for school property and the property of others
- take the proper steps to help those in need
- respect all members of the school community, especially those in a position of authority
- respect the need of others to work in an environment that encourages learning and teaching
- seek help from school staff, if necessary, to resolve conflict peacefully
- not swear at a teacher or at another person in a position of authority

TSC Safety

The TSC School community members must not:

- engage in any form of bullying, whether it is in person or through technology, like email or cell phones
- commit sexual assault
- traffic weapons or illegal drugs
- commit robbery
- give alcohol to anyone under the legal drinking age
- be in possession of a weapon, including firearms
- use any object to threaten or intimidate another person
- injure anyone with an object
- be in possession or under the influence of alcohol or illegal drugs, or give them to anyone else
- inflict or encourage others to inflict bodily harm
- engage in hate propaganda or other types of behaviour caused by hate or bias
- commit an act of vandalism that causes extensive damage to school property at the

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

student's school or to property on the school premises

TSC's Roles and Responsibilities

TSC will provide direction to ensure opportunity, excellence and accountability.

TSC must:

- develop policies that set out how their schools will implement and enforce the provincial code of conduct and all other rules that they develop as related to the provincial standards that promote and support respect, civility, responsible citizenship and physical safety
- seek input from school councils, Parent Involvement Committees, the Special Education Advisory Committee, students, staff, parents or guardians, volunteers and the community
- review these policies regularly with students, staff, parents, volunteers and the community
- establish a process that clearly communicates the provincial code of conduct to all parents, students, staff and members of the school community to gain their commitment and support
- ensure an effective approach to intervene and respond to all violations that relate to the standards for respect, civility, responsible citizenship and physical safety
- provide opportunities for all staff to gain the knowledge, skills and attitudes they need to develop and maintain academic excellence and safe learning and teaching environments.

TSC's Principal will take a leadership role in the daily operation of a school:

TSC's Principal will take a leadership role by:

- demonstrating care for the school community and commitment to academic excellence in a safe teaching and learning environment
- holding everyone under their authority responsible for their behaviour and actions
- empowering students to be positive leaders in their school and community
- communicating regularly and meaningfully with all members of their school community.

TSC's Teachers and school staff, under the leadership of the principal, help maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth
- empower students to be positive leaders in their classroom, school and community
- communicate regularly with parents on important issues
- maintain consistent standards of behaviour for all students
- show respect for all students, staff, parents, volunteers and members of the school community
- prepare students for the full responsibilities of citizenship.

TSC's Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour.

Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn
- shows respect for themselves, for others and for those in authority
- refrains from bringing anything to school that may put the safety of others at risk
- follows the established rules and takes responsibility for their own actions.

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

TSC's Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students.

Parents fulfill this responsibility when they:

- show an active interest in their child's school work and progress
- communicate regularly with the school
- make sure their child is neat, properly dressed and prepared for school
- ensure that their child attends school regularly and on time
- inform the school promptly about their child's absence or late arrival
- become familiar with the code of conduct and school rules
- encourage and help their child follow the rules of behaviour
- help school staff deal with disciplinary issues involving their child.

TSC's Community partners and the Police

Partnerships already in place may be enhanced, and new partnerships with community agencies and members of the community may also be created. Community agencies are resources that school boards can use to deliver prevention or intervention programs. Community members need to support and respect the rules of their local schools.

The police play an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the now Ministry of Community Safety and Correctional Services and the Ministry of Education.

Visit www.ontario.ca/safeschools to learn more about Ontario's new approach to making schools safer.

*This document is derived largely from **Policy/Program Memorandum Number 128**: The Provincial Code of Conduct and School Board Codes of Conduct, available on the ministry's website. Please note that the wording in this document is not identical to the wording in the Memorandum and this brochure is not intended to replace it.*

In the opinion of Toronto Scholars' Collegiate, there are behaviours and/or attitudes and/or degrees of behaviours listed or not that shall result in immediate expulsion. Toronto Scholars' Collegiate reserves the right to determine the class of any behaviour. Toronto Scholars' Collegiate also reserves the right to expel any student for any reason.

DIPLOMAS AND CERTIFICATES

Ontario Secondary School Diploma (OSSD) Requirements

For students entering Grade 9 in 2023 or earlier

18 Compulsory Credits

- 4 credits in English (1 credit per grade)***
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits from Group 1, 2 and 3 courses (1 credit in each group. See below.)
- 2 credits in Science
- 1 credit in Canadian History (Grade 10)
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics and Citizenship

Group 1:

Additional English, additional French as a Second Language**, FNMI Studies, a Classical, International or Native Language, Humanities, Social Science, Humanities, Canadian and World Studies, Guidance And Career Education, Cooperative Education*

Group 2:

Additional Health and Physical Education, Additional Art, Business, additional French as a Second Language**, Cooperative Education*

Group 3:

Science (Gr. 11 or 12), Technological Education, Computer Studies, additional French as a Second Language**, Cooperative Education*

Other Graduation Requirements

- 12 optional credits
- Ontario Secondary School Literacy Test (OSSLT) or OSSLC
- 40 hours of community service
- 2 online learning credits

*a maximum of 2 Cooperative Education credits can count towards compulsory credits.

** a maximum of 2 FSL credits can count towards compulsory groups.

*** a maximum of 3 ESL/ELD credits can count towards the 4 compulsory English credits. The 4th credits must be a Grade 12 English compulsory course.

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

For students entering Grade 9 in 2024 or later

17 Compulsory Credits

- **4 credits in English (1 credit per grade)***
- **3 credits in Mathematics (at least 1 credit in Grade 11 or 12)**
- **2 credits in Science**
- **1 credit in Canadian History (Grade 10)**
- **1 credit in Canadian Geography (Grade 9)**
- **1 credit in the Arts**
- **1 credit in Health and Physical Education**
- **1 credit in French as a Second Language**
- **1 credit in Technological Education (Grade 9 or 10)**
- **0.5 credit in Career Studies**
- **0.5 credit in Civics and Citizenship**
- **1 credit from the STEM related course group (see below)**

STEM-related Course Group

- Business Studies
- Computer Studies
- Cooperative Education
- Additional Mathematics
- Additional Science
- Additional Technological Education

Other Graduation Requirements

- **13 optional credits**
- **Ontario Secondary School Literacy Test (OSSLT) or OSSLC**
- **40 hours of community service**
- **2 online learning credits**
- **Financial Literacy Requirement - Grade 10 (2025)**

* a maximum of 3 ESL/ELD credits can count towards the 4 compulsory English credits. The 4th credits must be a Grade 12 English compulsory course

The following is the information regarding the Online learning graduation requirement and the School Opt-out form:

<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-167>

Form for Opting Out of e-Learning Graduation Requirement

Part 1: The e-Learning Graduation Requirements

Students are required to earn two e-Learning credits to graduate from secondary school, beginning with students who entered Grade 9 in the 2020-21 school year. Adult learners entering the Ontario secondary school system in 2023-24 or later will be required to meet this graduation requirement.

The graduation requirement is intended to support students in developing familiarity and comfort with working and learning in a fully online environment, as well as developing digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives.

Meeting the e-Learning graduation requirement will not pose a barrier to graduation for students. As with all learning, students taking e-Learning courses will have access to the supports they need through their school including special education, guidance and services for English Language Learners. If the student has an Individual Education Plan, the plan will be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

Parents/guardians may choose at any time to opt their child out of the mandatory e-Learning courses required for graduation. Students 18 years of age or older or students who are 16 or 17 years of age and have withdrawn from parental control may also opt out of the graduation requirement at any time. Students and parents/guardians may choose to opt back into the e-Learning graduation requirement at any time if they change their decision.

If you have decided now to opt your child or yourself (18 years of age or older or student who is 16 or 17 years of age and has withdrawn from parental control), please complete and submit this form to your school.

The e-Learning courses that schools offer will be available during the course selection process.

Form for Opting Out of e-Learning Graduation Requirement

Part 2: Confirmation

I agree with the following statements:

- The benefits of e-Learning have been shared with me by the school, including how the development of digital literacy and other important transferable skills are intended to help prepare students for success after graduation and in all aspects of their lives. • Having reviewed the e-Learning graduation requirement, I would like to opt my child/myself out of this requirement.

I understand the following statements:

- Upon receipt of this form by my child's school/my school, my child/I will not be required to earn two (2) e-Learning credits to earn an Ontario Secondary School Diploma.
- My child/I will face no academic penalties for opting out of this graduation requirement.
- My child/I will continue to complete all other applicable graduation requirements.
- My child/I has/have the opportunity to opt back into the e-Learning graduation requirement.
- Opting out will be recorded on my child's/my transcript as "Online Learning Graduation Requirement - Non-Applicable."

Part 3: Student/Parent/Guardian Confirmation of Opting Out of e-Learning Graduation Requirement

Student's Last Name, First Name

Parent/Guardian Last Name, First Name (if applicable)

Date (YYYY/MM/DD)

Signature of Parent/Guardian or Student
Age 18 or older, or Student who is 16 or
17 and has withdrawn from parental control

Please note: When you return this form, it will be included in your child's/your Ontario Student Record. For additional information about the e-Learning graduation requirement and/or the opt-out process, please contact your school office

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

To pass the OSSLT with *a score of 300 or greater*, successfully complete the Ontario Secondary School Literacy Course (only after not successfully passing the OSSLT twice), accommodations, special provisions, deferrals, and exemptions.

Ontario Secondary School Certificate (OSSC) Requirements

This certificate will be awarded to everyone who successfully completes a minimum of 14 credits, including 7 compulsory credits and 7 optional credits. Such credits will be based on the discipline-specific expectations and assessment policies as set out in the provincial curriculum policy documents.

The compulsory credit requirements are:

English - 2 credits

Canadian Geography or Canadian History - 1 credit

Mathematics - 1 credit

Science – 1 credit

Health and Physical Education - 1 credit

Arts or Technological Education - 1 credit

Certificate of Accomplishment - This certificate may be granted by the principal to students who are leaving school prior to fulfilling the requirements for an OSSD or OSSC but who have achieved significant progress in completing personal and educational goals. An Ontario Student Transcript, including the Individual Education where applicable, will be attached to the certificate.

The Provincial School Literacy Requirement, including:

-The Ontario School Literacy Test

All students who enter Grade 9 in September 2000 or in subsequent years must successfully complete this test in order to earn a secondary school diploma. The test measures how well students are meeting the reading and writing expectations across subjects in the provincial curriculum up to the end of Grade 9. Students will normally take the test in Grade 10. Students who are unsuccessful at their first attempt will have opportunities to rewrite the test. Any necessary accommodations will be made to ensure that students who are receiving special education and have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the test. Students who might benefit from a deferral of the test may include students who have an IEP and English as a Second Language students who have not yet acquired the level of proficiency in English required for successfully completing the test. Students whose IEP indicates that the student is not working towards an OSSD may, with parental consent and the approval of the principal, be exempt from participating in the secondary school literacy test.

-The Ontario Secondary School Literacy Course (OSSLC) is a full credit Grade 12 course. The OSSLC is an alternative way for students to demonstrate the provincial literacy skills requirement for graduation. Successful completion of the course demonstrates that students have achieved the reading and writing skills required by the Ontario Secondary School Literacy Test (OSSLT), and will meet the provincial literacy requirement for graduation. Students who have been eligible to write the OSSLT at least twice and have been unsuccessful at least once are eligible to take this course.

-OSSLT Accommodations, Special Provisions, Deferrals, and Exemptions:

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

Toronto Scholars' Collegiate provides accommodations that enable students with special education needs to participate in the educational setting. Necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the OSSLT or the OSSLC. As explained in Part One, section 3.3.1, an accommodation is support given to a student to assist them in achieving the learning expectations set out in the Ontario curriculum.

Accommodations change only the way in which the OSSLT is administered or the OSSLC is taught or the way in which the student responds to the components of the test or the course. They do not alter the content of the test or the expectations of the course or affect the validity or reliability of the test or the evaluation of student learning in the course. Accommodations needed for the test or course may be challenging to implement; consequently, careful planning will be required on the part of the principal. To qualify for accommodations during the test or the course, a student must have an IEP that outlines accommodations to be provided during the test or course that are also necessary for and consistent with regular classroom practices and that are provided for all assessments. (The student may be, but does not have to be, formally identified as an exceptional student by an IPRC in order to have an IEP.)

Procedures for making accommodations:

It is important that certain basic procedures be followed in planning and making accommodations so that these may be of maximum benefit to the student.

Decisions about accommodations must:

- always be made on an individual student basis;
- be made by the principal in consultation with the student, parents (if the student is under the age of eighteen), and appropriate staff (including special education and professional support services staff, where appropriate);
- be made prior to the taking of the OSSLT or enrolling in the OSSLC;
- take into consideration all accommodations included in the student's IEP that are also permitted in accordance with this appendix and with the EQAO document entitled Guide for Accommodations, Special Provisions, Deferrals, and Exemptions (see the subsection "Permitted Accommodations", below)
- be consistent with regular classroom practice, including assessments;
- be clearly communicated in writing to the parents, or directly to the adult student in advance of the writing of the test or enrolment in the course;
- be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT. An adult student is a student who is eighteen years of age or older.

Permitted accommodations:

The accommodations that may be necessary in order to give students with special education needs the best possible opportunity to successfully complete the OSSLT or the OSSLC may take several forms. In each case, the accommodation used must normally be specified in the student's IEP.

Details about the accommodations that may be provided for the OSSLT and the process for seeking accommodations are outlined in the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions.

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

Accommodations that are permitted by the EQAO for the OSSLT include the following:

- adjustments to the environment in which the test is administered;
- adjustments in the time allowed for the test;
- changes/adjustments to the format of the test (e.g., alternative forms of print);
- changes/adjustments to the format of responses.

Note that clarification of instructions for both the reading and the writing components of the OSSLT is permitted for all students before the commencement of the test. Such clarification is not considered to be an accommodation. If an accommodation that is described in a student's IEP is also one that is permitted in accordance with the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions, the principal must ensure that the accommodation is available to the student during the OSSLT.

If an accommodation that might be necessary is not included in the student's IEP, or if the student doesn't have an IEP, but the provision of an accommodation might be necessary, a request for special consideration may be submitted as described in the following subsection, "Requests for Special Consideration of Accommodations." Accommodations other than those listed in the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions will be given consideration by the EQAO upon receipt of a request, as outlined in the following subsection. See also, below, the subsection "Human Resources Required for the Implementation of Accommodations during Administration of the OSSLT."

Requests for special consideration of accommodations:

Accommodations That Are Listed in the EQAO Guide

When a parent, adult student, or principal identifies the need for an accommodation that is listed in the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions, one of the following procedures applies, as appropriate: If the accommodation is not described in the student's IEP, the parent, adult student, or principal may submit a request for consideration to the appropriate supervisory officer. The decision of the supervisory officer is final. If the student does not have an IEP because he or she recently transferred into the school from another jurisdiction, the parent, adult student, or principal may make a request for accommodations to the appropriate supervisory officer. The decision of the supervisory officer is final. If, owing to temporary circumstances, a student who would not normally require accommodations requires one or more in order to take the test or the course, the principal may grant permission for use of any appropriate accommodations that are permitted in the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions. If the principal determines that it is not possible to provide an accommodation that will allow the student to take the test, a deferral should be considered.

Where the parent or adult student disagrees with the decision of the principal, he or she may make an appeal to the appropriate supervisory officer. The decision of the supervisory officer is final. For students in Provincial and Demonstration Schools, the request must be made to the appropriate superintendent. The decision of the superintendent is final. For students in approved education programs in care and/or treatment, custody, and correctional facilities, the request must be made to the appropriate supervisory officer. The decision of the supervisory officer is final. For students in ministry-inspected private schools and Native schools, the request must be made to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

Accommodations That Are NOT Listed in the EQAO Guide

When a parent, adult student, or principal identifies a need for an accommodation: that is not listed in the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions or that involves more than double the time allowed for the test, that conforms to the definition of accommodations in the guide, and that is described in the student's IEP, then the parent, adult student, or principal must

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

submit the request for consideration to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

Community Involvement Diploma Requirement and Procedures

Effective September 1, 1999, every student who begins secondary school in Ontario will be required to complete 40 hours of community involvement in order to receive a graduation diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community, and to help them develop a greater sense of belonging within the community. Students will select one or more community activities in consultation with their parents.

Selection of the activities should take into account the age, maturity, and ability of the student, the location and the environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount. Students will not be paid for performing any community involvement activity. A list of approved activities and the necessary forms are available from the Principal. The school cannot approve student participation in any activities that the Ministry of Education has declared ineligible. If the student selects an activity that is not indicated, the student must obtain written approval from the Principal before beginning the activity.

"Notification of Planned Community Involvement Activities" form must be completed, signed by both student and his/her parent, and submitted to the Principal prior to the commencement of the activity. Parents are responsible for insurance and liability. The school's only responsibility is to verify that the activities reported have been completed and recorded.

"Completion of Community Involvement Activities" form must be completed, signed by the student, parent, and sponsor of the activity, and submitted to the Principal upon completion of the activity. The Principal will determine whether the student has met the requirements and, if so, will record it as completed on the student's official transcript.

For a list of ineligible activities, please visit the following website:

<http://www.edu.gov.on.ca/extra/eng/ppm/124a.html>

Substitutions for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests. The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter. Each substitution will be noted on the student's Ontario Student Transcript.

CURRICULUM

Ontario Secondary School Certificate (OSSC) Requirements

This certificate will be awarded to everyone who successfully completes a minimum of 14 credits, including 7 compulsory credits and 7 optional credits. Such credits will be based on the discipline specific expectations and assessment policies as set out in the provincial curriculum policy documents.

The compulsory credit requirements are:

English - 2 credits

Canadian Geography or Canadian History - 1 credit

Mathematics - 1 credit

Science – 1 credit

Health and Physical Education - 1 credit

Arts or Technological Education - 1 credit

The provisions for making substitutions for compulsory credits described on *page 19* also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment - This certificate may be granted by the principal to students who are leaving school prior to fulfilling the requirements for an OSSD or OSSC, but who have achieved significant progress in completing personal and educational goals. An Ontario Student Transcript, including the Individual Education where applicable, will be attached to the certificate.

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 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.

The Definition of a Credit:

A credit is granted when a course that has been scheduled for a minimum of 110 hours is successfully completed. 'Scheduled time' is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of the course. Planned learning activities include interaction between the teacher and student as well as assigned individual and/or group work, excluding homework. Half or partial credits may be offered for some courses, and the amount of classroom instruction will relate accordingly (e.g., a half credit equals 55 hours)

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

Definitions of the Types of Courses Available in the Ontario Curriculum:

Academic and Applied Courses (Grades 9 & 10)

In the core subjects, students now have the ability to choose between three different types of courses: Academic, Applied and Open. In an **academic course**, you will learn the essential concepts of a subject and explore related material as well. Although your knowledge and skills in the subject will be developed through both theory and practical applications, the emphasis will be on theory and abstract thinking as a basis for future learning and problem-solving. An **applied course** covers the essential concepts of a subject. Knowledge and skills will be developed through both theory and practical applications, but the focus will be on practical applications. In applied courses, familiar, real-life situations will be used to illustrate ideas, and you will be given more opportunities to experience hands-on applications of the concepts you study. An **open course** prepares for further study in certain subjects and may not be designed for specific requirements of universities, colleges, or the workplace.

*Grade 9 Science, Math, Geography and English courses are now **Destreamed**.*

Grade 11 & 12 Course Pathways

In Grades 11 and 12, you will be able to choose from among workplace preparation, university/college preparation, college preparation and university preparation courses.

Workplace preparation courses prepare you to move directly into the workplace after high school or to be admitted into apprenticeship programs or other training programs in the community. Courses focus on employment skills and on practical workplace applications of subject content.

University/College preparation courses are offered to prepare you to meet the entrance requirements of certain university and college programs. They focus on both theory and practical applications.

College preparation courses provide you with the knowledge and skills you need to meet the entrance requirements for most college programs. Courses focus on practical applications and also examine underlying theories.

University preparation courses provide you with the knowledge and skills you need to meet university entrance requirements. Courses emphasize theoretical aspects of the subject and also consider related applications.

Open courses prepare for further study in certain subjects and may not be designed for specific requirements of universities, colleges, or the workplace.

Types of Courses — Grades 9 and 10

Grade 9 and 10 courses are organized into three types: Academic, Applied, and Open. All courses build on the grade 8 curriculum and have rigorous standards. All courses prepare students for study in the senior grades. Academic and Applied courses differ in the balance between essential concepts and additional requirements and in the balance between theory and application. They differ primarily, not in the level of skill required, but in the kinds of problems presented and the application of the content and concepts.

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

Academic Courses: Courses with a D in the fifth position focus on the essential concepts of the discipline and also explore related concepts. Course work develops students' knowledge and skills by emphasizing theoretical and abstract applications of the essential concepts and incorporating practical applications as appropriate. The emphasis is on theory and abstract thinking as a basis for further learning and problem-solving.

Applied Courses: Courses with a P in the fifth position focus on the essential concepts of the discipline. Course work develops students' knowledge and skills by emphasizing practical, concrete application of these concepts and incorporating theoretical applications as appropriate. Course work relates to familiar real-life situations and provides students with the opportunity for extensive hands-on applications of the concepts they study.

Open Courses: Courses with an O in the fifth position have one set of expectations for the subject, appropriate for all students in a given grade. These courses are designed to provide students with a broad educational base that will prepare them for their studies in grades 11 and 12 and for productive participation in society.

Types of Courses — Grades 11 and 12

Grade 11 and 12 courses are organized into five types based on students' future destinations. Students may choose from University Preparation, University/College Preparation, College Preparation, Workplace Preparation, or Open courses.

University Preparation Courses: Courses with a U in the fifth position provide students with the knowledge and skills needed to meet entrance requirements for university programs. Teaching and learning will emphasize theoretical aspects of the course content with supporting applications. The courses will focus on the development of both independent research skills and independent learning skills.

University/College Preparation Courses: Courses with M in the fifth position include content that is relevant for both university and college. They provide students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and their content will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content.

College Preparation Courses: Courses with a C in the fifth position provide students with the knowledge and skills to meet entrance requirements for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course and the development of critical thinking and problem-solving skills. Courses will focus on the development of independent research and learning skills.

Workplace Preparation Courses: Courses with an E in the fifth position prepare students to move directly into the workplace or to apprenticeship programs and other training programs in the community. These courses emphasize practical workplace skills.

Open Courses: Courses with an O in the fifth position allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their post secondary goals but that reflects their interests. These courses are appropriate for all students regardless of post secondary destination

Explanation of Course Coding System

-For Grades 9 and 10

ENG2D1 - the first three places identify the subject (in this example **ENG** is English)

ENG2D1 - the fourth place identifies the grade/year (in this example **2** is grade 10 or year 2 of high school).

ENG2D1 - the fifth place identifies course's category (in this example the **D** is for Academic)
This place can be **D** - Academic; **P** - Applied; **O** – Open

ENG2D1 - the sixth place identifies the credit value (in this example the **1** is for one credit)

-For Grades 11 and 12

ENG3D1 - the first three places identify the subject (in this example **ENG** is English)

ENG3D1 - the fourth place identifies the grade/year (in this example **3** is grade 11 or year 3 of high school). This place can be **3**-grade 11/third year high school; **4**-grade 12/fourth year high school.

ENG3U1 - the fifth place identifies course's category (in this example the **U** is for University)
This place can be **U**-University; **M**-University/College; **C**-College; **E**-Workplace; **O**-Open

ENL1W1 - the sixth place identifies the credit value (in this example the **1** is for one credit)

If a student wishes to change course types (from Applied to Academic, or Academic to Applied) in grade 9 or 10, they must first meet with their Guidance counsellor to discuss their choice.

The Guidance counsellor will see if they have the prerequisite. If no prerequisite is required, the student can enter the new course type with parental permission. If a prerequisite is needed, the student must first take the prerequisite or take the prerequisite concurrently.

For grade 11 and 12 students who wish to change course types (from University to College or from College to University) they will meet with their Guidance counsellor . If no prerequisite is needed, they may enter the new course type with parental permission. If a prerequisite is needed, and the student does not have the prerequisite, they must either be taking the prerequisite concurrently or they must receive the prerequisite first.

Description of all Courses Offered by Toronto Scholars' Collegiate

(List of Courses in Grades 9 to 12 and all of the Prerequisite Requirements)

Grade 9 Courses

AVI1O, Grade 9 Open Visual Arts

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.

Prerequisite: None

CGC1W: Geography of Canada, Grade 9, Destreamed

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. Prerequisite: None

ENL1W: English, Grade 9, Destreamed

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

Prerequisite: None

GLS10/GLE10/GLE20: Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open

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.

Prerequisite: For GLS10, none; For GLE10 and GLE20 — recommendation of principal

MTH1W: Mathematics, Grade 9, Applied

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

Prerequisite: None

PPL1O: Healthy Active Living Education, Grade 9, Open

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy, active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills.

Prerequisite: None

SNC1W: Science, Grade 9, Academic

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

Prerequisite: None

Grade 10 Courses:

ASM2O Media Arts, Grade 10, Open

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

Prerequisite: None

AVI2O, Grade 10, Open Visual Arts

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

Prerequisite: None

BEP20 Launching and Leading a Business, Grade 10, Open

This course introduces students to the world of business and what is required to be successful, ethical, and in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities.

Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

CHC2D Canadian History Since World War I, Grade 10, Academic

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.

Prerequisite: None

CHC2P -Canadian History Since World War I, Grade 10, Applied

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students 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 the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Prerequisite: None

CHV2O- Civics, Grade 10, Open

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

Prerequisite: None

ENG2D- English, Grade 10, Academic

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.

Prerequisite: English, Grade 9, Academic or Applied

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

ENG2P- English, Grade 10, Applied

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory grade 11 college or workplace preparation course.

Prerequisite: English, Grade 9, Academic or Applied

GLC2O- Career Studies, Grade 10, Open

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

Prerequisite: None

MPM2D: Principles of Mathematics, Grade 10, Academic

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.

Prerequisite: Mathematics, Grade 9, Academic, or Mathematics Grade 9, Applied and Mathematics Transfer course, Grade 9, Applied to Academic

MFM2P: Foundations of Mathematics, Grade 10, Applied

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 and 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.

Prerequisite: Principles of Mathematics, Grade 9, Academic or Foundations of Mathematics, Grade 9, Applied

PPL2O: Health and Physical Education, Grade 10, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

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.

Prerequisite: None

SNC2D: Science, Grade 10, Academic

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

Prerequisite: Science, Grade 9, Academic or Applied

SNC2P: Science, Grade 10, Applied

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems, chemical reactions, factors affecting climate change, and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic or Applied

Grade 11 Courses

ASM3M: Media Arts, Grade 11, University/College

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically 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.

Prerequisite: Media Arts, Grade 10, Open

AVI3M: Visual Arts, Grade 11, University/College Preparation

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).

Prerequisite: Visual Arts, Grade 9 or 10, Open

BAF3M: Financial Accounting Fundamentals, Grade 11, University/College Preparation

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.

Prerequisite: None

BDI3C: Entrepreneurship: The Venture, Grade 11, College

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

Prerequisite: None

CIE3M: The Individual and the Economy, Grade 11, University/College Prep.

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government, as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of

economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

EMS30: Media Studies, Grade 11, Open

This course emphasizes knowledge and skills that will enable students to understand media communications in the twenty-first century and to use media effectively and responsibly. Through analyzing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgment, and skills in viewing, representing, listening, speaking, reading, and writing.

Prerequisite: English, Grade 10, Academic or Applied

EPS30: English Presentation and Speaking Skills, Grade 11, Open

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multi-media presentations.

Students will research and analyze the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message, and assess the effectiveness of their own and others' presentations.

Prerequisite: English, Grade 10, Academic or Applied

ENG3U` English, Grade 11, University Preparation

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. Prerequisite: English, Grade 10, Academic

ENG3C: English, Grade 11, College Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory grade 12 college preparation course.

Prerequisite: English, Grade 10, Applied

HSG3M: Gender Studies, Grade 11, University/College

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyze a range of gender equity issues, including gender-based violence and workplace equity, in both

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

Prerequisite: None

HSP3U: Introduction to Anthropology, Psychology, and Sociology, Grade 11, University

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

Prerequisite: None

ICS3U: Introduction to Computer Science, Grade 11, University

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.

Prerequisite: None

MCR3U: Functions, Grade 11, University Preparation

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.

Prerequisite: Principles of Mathematics, Grade 10, Academic

MEL3E: Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

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 consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a ministry-approved locally developed Grade 10 mathematics course

SPH3U: Physics, Grade 11, University Preparation

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics with an emphasis on linear motion, different kinds of forces, energy transformations, the properties of mechanical waves and sound, and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyze the

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

interrelationships between physics and technology and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

SBI3U: Biology, Grade 11, University Preparation

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

Prerequisite: Science, Grade 10, Academic

SCH3U: Chemistry, Grade 11 University Preparation

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

Prerequisite: Science, Grade 10, Academic

TEJ3M: Computer Engineering Technology, Grade 11, University/College

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

Prerequisite: None

Grade 12 Courses

ASM4M: Media Arts, Grade 12, University/College

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

Prerequisite: Media Arts, Grade 11, University/College Preparation

AVI4M: Grade 12 University/College Preparation Visual Arts

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct artworks and explore connections between art and society. The studio program enables students to explore a

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

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.

Prerequisite: Visual Arts, Grade 11, University/College Preparation

BAT4M: Financial Accounting Principles, Grade 12, University/College Preparation

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

Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation

BBB4M: International Business Fundamentals, Grade 12, University/College

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. *Prerequisite:* None

BOH4M: Business Leadership: Management Fundamentals, Grade 12, University/College Preparation

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse 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. *Prerequisite:* None

CGW4U: World Issues: A Geographic Analysis, Grade 12, University

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 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.

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

CIA4U: Analyzing Current Economic Issues, Grade 12, University

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to

investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

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

CLN4U: Canadian and International Law, Grade 12, University

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

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

ENG4U: English, Grade 12, University Preparation

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.

Prerequisite: English, Grade 11, University Preparation

HFA4U: Nutrition and Health, Grade 12, University Preparation

This course examines the relationships between food, nutrition, and healthy living. Students will explore factors that influence food choices and use their knowledge to help inform healthy eating habits. Before preparing food on their own, students will learn about kitchen and food safety.

Food and nutrition science is at the core of the course content. Students will learn how to read and interpret nutrition labels and dietary recommendations. Students will explore a variety of different diets and human conditions in order to determine the macro and micro nutritional needs of different people. Students will also explore the intersections of nutrition, health, disease, and how nutritional needs change throughout the life span. Lastly, students will familiarize themselves with where food comes from and how it is produced, processed, and shipped to different areas all around the world. Students should come away with a better understanding of sustainable food production practices. They will explore environmental impacts and issues having to do with food production, processing, and distribution, both at a local level and a global level.

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

HHS4U: Families in Canada, Grade 12, University Preparation

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

HSC4M: World Cultures, Grade 12, University/College

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyze cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyze issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

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

ICS4U: Computer Science, Grade 12, University

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. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

MCV4U: Calculus and Vectors, Grade 12 University Preparation

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

Prerequisites: MCR3U

MDM4U: Mathematics of Data Management, Grade 12 University Preparation

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

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

MHF4U: Advanced Functions, Grade 12, University Preparation

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

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

OLC40: Ontario Secondary School Literacy Course, Grade 12, University Preparation

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

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

SBI4U: Biology, Grade 12, University Preparation

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

Prerequisite: Biology, Grade 11, University Preparation

SCH4U: Chemistry, Grade 12 University Preparation

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

Prerequisite: Chemistry, Grade 11, University Preparation

SPH4U: Physics, Grade 12, University Preparation

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion,

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: Physics, Grade 11, University Preparation

TEJ4M: Computer Engineering Technology, Grade 12, University/College

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.

Prerequisite: Computer Engineering Technology, Grade 11, University/College Preparation

How to gain Access to Outlines of the Courses of Study

If any parent or student would like information regarding access to outlines of courses of study, please contact Toronto Scholars' Collegiate at 647-346-7460 or by email to admin@torontosc.com.

To gain access to the Ontario curriculum, please visit the following website:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Description of Experiential Learning Programs - Cooperative Education and Job Shadowing

Cooperative education may be the culmination of a series of experiential learning opportunities that include job shadowing, job twinning, and work experience, and is often an integral part of school-work transition programs, including the Ontario Youth Apprenticeship Program (OYAP). Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) with a worker in a specific occupation. Job twinning provides the opportunity for the student to accompany a cooperative education student to his or her placement for one-half to one day. A student may participate in more than one job shadowing or job twinning experience, thereby obtaining a broader range of career information through observation in typical workplace environments. Job shadowing and job twinning may be integrated into any credit course and may also be components of a student's school-work transition program. Toronto Scholars' Collegiate does not offer Cooperative Education but does offer Job Shadowing and/or Job Twinning.

Policy Regarding Student Withdrawal for Courses in Grade 11 and 12

The following regulations and procedures should be reviewed and followed in completing the OST for students who fall into one of the following categories:

- students who have withdrawn from a course;
- students who have repeated a course;
- students who have been granted equivalent credits;

and students whose performance in a course has been affected by extraordinary circumstances.

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

Withdrawal from Grade 9 courses

Withdrawals from Grade 9 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

Withdrawal from Grade 10 courses

Withdrawals from Grade 10 courses are not recorded on the OST. Withdrawals from the PLAR challenge process for Grade 10 courses are also not recorded. (Note that, since mature students cannot challenge for credit for Grade 10 courses, this applies only to regular day school students.) Only successfully completed courses, as well as credits granted through the PLAR equivalency process, the ONSIS equivalency process, and a credit recovery program are recorded on the OST (OSR).

Withdrawal from Grade 11 and 12 courses

If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST. If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column. No entry will be made on the OST if the student withdrew from a Grade 11 or Grade 12 course taken through a credit recovery program prior to submitting or completing the required culminating activity identified in the student's learning plan. Students who transfer from another school after the semester or term has started are allowed an equivalent amount of time to withdraw from a course. The principal of the receiving school will determine the amount of time allowed before the withdrawal must be recorded on the OST. If the student withdraws after the time allowed, a "W" is entered in the "Credit" column and the student's percentage grade at the time of withdrawal is recorded in the "Percentage Grade" column.

Procedures related to Changing Course Types

Students and/or parents may request a change in the course type that they are taking. For example, a student taking ENG2P may request a change to ENG2D. At the grade 9 and 10 level, a parent/guardian and student must meet with the Guidance Counselor to request the change. It is written and recorded in the child's OSR, and the course type is altered.

If the child is in grade 11 or 12, they may not change their course type without enrolling into the prerequisite or by requesting that prerequisites be waived. A student may take a prerequisite and the different course type consecutively. If a student/parent wishes to have a prerequisite waived, they must meet with the Guidance Counselor to explain their reason, provide a written request of which courses they would like to have waived, and provide sufficient proof of understanding of the prerequisite course. A pre-evaluation may need to be conducted by the Guidance Counselor, the Principal, and/or the staff to ensure that sufficient evidence exists to have the change in course type.

The Prior Learning Assessment and Recognition (PLAR) Processes for Equivalency

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

PLAR procedures are carried out under the direction of the school principal, who grants the credits. The PLAR process developed by a school board in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

Toronto Scholars' Collegiate does not offer PLAR Challenges, but does offer PLAR Equivalency.
Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students: Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For students who are transferring from homeschooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning. PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students.

Other Ways of Earning Credits:

There are many other ways that a student can earn credits, such as e-learning, the Independent Learning Centre, and continuing education courses for credit.

Information of Evaluation and Examination Policies

Examinations are given at the end of each semester. All attempts are made to allow for only one examination each day of the exam week and all examinations are scheduled in the morning at 9.00am. Exam accommodations for individual students are considered on a student by student basis. The primary purpose of assessment, evaluation, grading, and reporting is to improve student learning. Assessment and evaluation is based on the student's achievement of course expectations related to the four categories of knowledge and skills in the Ontario Curriculum Grades 9-12:

- Knowledge/understanding
- Thinking and inquiry
- Communication
- Application

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

Teachers will use subject specific "Level of Achievement Charts" found in the Ontario Curriculum as the basis for all assessment and evaluation. Achievement is reflected as a percentage grade using the provincial guidelines:

- 80 - 100% (Level 4) a very high to outstanding level of achievement above provincial standard
- 70 - 79% (Level 3) a high level of achievement. This is the provincial standard.
- 60 - 69% (Level 2) a moderate level of achievement, which is below the provincial standard.
- 51 - 59% (Level 1) a passable level of achievement which is below the provincial standard.
- 50% a granted level of achievement which is below the provincial standard
- below 50% - insufficient achievement of curriculum expectations. A credit will not be earned.

A final grade for each course is calculated using 70% of the grade based on the assessment and evaluation of the student throughout the course, and 30% based on final, course summative evaluation. This summative evaluation may be in the form of an examination, performance, essay, and/or other method suitable to the content of the course and according to the school's policy. All students must be present for the final evaluation. There are no exemptions. Student achievement data is collected through observations, conversations, and products and marks are evaluated by the *most consistent and most recent* summative tasks, with more emphasis being placed on the *most recent performance*.

The Honour Code and Academic Integrity

The Honour Code outlines ideals which Toronto Scholars' Collegiate students value above all others and guides the School's fundamental expectations of student behaviour. Every student attending TSC, and the student's parent(s), must agree to the spirit of the Honour Code. TSC believes that students should understand and live by standards of honourable behaviour; they will be guided by principles that encourage commitment and collective responsibility, personal integrity and genuine respect for community. Personal integrity is the foundation upon which students can thrive and develop. It is the cornerstone of one's character. Personal integrity is demonstrated daily in doing one's best, not for external rewards but, rather, simply in a desire to do what is right. In addition to being true to one's self, personal integrity implies a soundness of character.

At TSC, honesty is expected, not rewarded. Academic deception, inappropriate use of technology and networks, lying, cheating, or any act that contravenes the Major Rules of the school is unpalatable.

Every person at Toronto Scholars' Collegiate has a right to live, learn and work in a safe and healthy environment. Our community includes individuals from many different cultures and backgrounds which results in an interesting and enriching learning environment for all. In such a diverse community, inclusiveness must be prioritized and individuals must recognize that success and happiness are achieved through an open mind, a respectful and generous view of one's neighbour, and a clear respect for others. All TSC students, therefore, commit to a school community that is free of racism and discrimination, promotes respect, diversity, cooperation, integrity and constructive communication. Only through extending ongoing and unconditional respect for the people with whom we share this campus can a community like TSC thrive. By way of their enrolment at Toronto Scholars' Collegiate, students acknowledge that they have read and understood the implications of

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

this Honour Code and will endeavour to uphold it in their daily lives. During the admissions and school start-up process, all students must read, review and sign three important documents:

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

Academic integrity 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.

Students who cheat on assignments, tests or exams will be given a zero and will be reported to the Principal and the Directors of TSC. Particularly serious incidents are given a hearing. Students involved in such offences will be subject to additional consequences ranging from a suspension and possibly expulsion.

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 Principal and the Directors of TSC. Students found guilty of plagiarism are expected to redo the assignment properly, subject to the teacher's discretion. 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 Assessment or Task.

Late Work Policy

It is expected practice that all work will be submitted on time and in an acceptable condition. Work should always be word processed (if applicable) and properly packaged. In the event that a student cannot get an assignment completed on time, the student must appeal (in person) to the teacher for a revised submission date. In such cases, the teacher will assign a new deadline. If the assignment is not completed by this revised deadline, the student will receive a mark of zero on this assignment. The mark of zero will remain until the assignment is submitted. As well, the principal and the parents will be notified that the assignment is late.

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

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

difficulty; what follows are different strategies that can be used by teachers to help mitigate late work:

- Students and teachers should renegotiate a revised date when work is not submitted on time. The revised date would ideally be prior to when the work will be returned to the rest of the class. Teachers should note the missing work.
- If a pattern emerges, teachers may contact the Principal and ask that parents be informed of the missing work.
- Reflecting Late Work in the Gradebook and on Report Cards: Teachers will insert 0% for missing assessments in the gradebook and communicate 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

The School’s attendance program is designed to promote the health and safety of all students and create an environment for academic success. If a student will be absent due to illness or appointments or late arriving to school, students need to inform the school promptly. Parents and students should contact the Directors of TSC (**See Contacts in page 48**) to request permission, in special situations, for the student to miss three or more days of classes, particularly before or after breaks, and do so well in advance of the leave date. Families are asked to respect all dates when classes are in session. The School’s holiday schedule is very generous as it is.

In the case of an extended health-related absence, a note from the student’s physician should be provided to the School office.

Late Arrivals

Due to the global pandemic, students have had occasion to arrive late to campus. Other students, may need to learn remotely for the entire year. Even in a normal academic year, 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. In all cases, students are expected to engage in their studies remotely so as not to fall behind.

Hand-held Electronic Device Guidelines

Toronto Scholars’ Collegiate 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 TSC, the following guidelines apply:

- Electronic devices must not disturb academic, community and co-curricular activities through beeping, ringing or causing distractive behaviour.

Toronto Scholars’ Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

- 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.

Information of Reporting Procedures, including TSC Report Card and the OST

Ontario Student Records - Personal information is collected under the authority of the Education Act and will be used for the establishment and maintenance of the Ontario Student Record in accordance with the (OSR) Guideline 2000. Access to OSR Records may be obtained by the parents/guardians of students under the age of 18, or by the students over 18, by contacting the principal.

An Ontario School Record (OSR) is on file for each student attending the school. This record contains the academic history of the student in Ontario schools from kindergarten on. This file is the property of the Provincial Ministry of Education and is kept at the school according to Ministry requirements. Students and parents may have access to these records according to prescribed Ministry guidelines. The Ontario Student Transcript is the record of all secondary school courses successfully completed by a student, and indicates the credits a student has earned towards the requirements of the Ontario Secondary School Diploma (OSSD).

The marks a student has achieved for a completed course are annually recorded as a percentage in numerical figures. A credit is granted in recognition of the successful completion of a course (at the Grade 9-12) that has been scheduled, for a minimum of 110 hours. The credit system in Ontario secondary schools allows a student to pass or fail on the basis of courses rather than grades. Students are permitted to set individual timetables by choosing courses from among those offered, that meet Ministry requirements, interests and academic ability.

In order to help students qualify for the OSSD, the principal may substitute among the compulsory credits in the following way: A maximum of three compulsory credits may be replaced by additional courses from the remainder of those listed as compulsory. Parental approval of such a substitution shall be provided in writing. Each substitution shall be noted on the Ontario Student Transcript. Students who qualify under this substitute credit arrangement are those whose educational interests, in the opinion of the student, their parents or guardians, the principal, and the school inspector, are best served by such substitution. All courses of study offered from Grades 1 to 12 have been developed according to the requirements of the Ontario Ministry of Education and are annually approved for credit by the Ministry of Education. These detailed courses of study, and the guidelines on which they are based, are available for parents' perusal in the school office.

Full Disclosure - The Ministry of Education and Training has required all secondary schools in Ontario to implement a policy of full disclosure for courses taught in Grades 11 and 12. Grade 11 and 12 courses dropped prior to one week after the mid point of a semester will not be recorded on the transcript. Course dropped after this point in a semester will be recorded with the mark earned at the time of withdrawal from the course. Only successfully completed credits at Grade 9 and 10 levels are recorded on transcripts.

Ontario Student Transcript (OST):

The OST is the student's official record of credits earned and other graduation requirements completed. It is part of the Ontario Student Record. Copies of the transcript are available to students and graduates. In Grades 9 and 10, only successfully completed will be recorded on the student transcript. If a student withdraws from or fails to successfully complete a Grade 9 or 10 course, no entry will be made on the transcript. In Grades 11 and 12, all courses taken by the student, whether successfully completed or not, will be recorded on the transcript. If a student withdraws from a Grade 11 or 12 course before a specified time, the withdrawal will not be recorded. A student's final result on the Ontario Secondary School Literacy Test (to be taken in Grade 10), as well as confirmation that the student has completed the community involvement requirement, will also be included in the student transcript.

Toronto Scholars' Collegiate School Support Services and Resources

- Library Resource Centre
- Computers are mandatory for all students grade 9 to 12
- Student Seminar Room
- Individual Education Plans
- learning strategy courses
- English as a Second Language
- Individual teacher attention
- Small Class Sizes
- Courses taught at different streams of instructions
- Community resources utilized: job fairs, Alumni Day, lawyers/police officers, parents with special knowledge of particular areas of interest

Individual Pathways Plan: The Ministry of Education requires every school to support students in documenting their learning in education and career/life planning in a portfolio or Individual Pathways Plan (IPP). This process includes an opportunity for students to review and share evidence of their learning with their teachers(s) and, where possible, their parents at least twice a year. A student's IPP is created with them during their grade 9 year. The IPP is kept at the office and reviewed with the student by the Principal or Guidance Counselor.

Orientation and Exit Programs: To help students who are new to Toronto Scholars' Collegiate adjust and to provide them with information about the programs and services available, the principal is responsible for developing an orientation program. The program is designed to help students adjust to school at key transition points, such as entry into Toronto Scholars' Collegiate and/or the move from our elementary program to our secondary school. Both the student and his or her parents will receive information about the programs and services offered by Toronto Scholars' Collegiate and the name of the teacher who will be the student's main contact. In Grades 9 to 11, the teacher-adviser; and in Grade 12, the guidance counsellor.

Typically, a student tours Toronto Scholars' Collegiate prior to enrollment and/or a student has at least one full visit day. Students' introduction to the school's programs include the school's code of student behaviour and information about relevant school services and programs, including the academic program, the library resource centre, the special education program, the availability of remedial support, the guidance and career education program, peer helpers, the student council, and

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

opportunities for extracurricular activities.

At Toronto Scholars' Collegiate, information about diploma requirements, work experience, cooperative education, and community involvement is also provided. Each secondary school student and his or her parents will receive a copy of the student's timetable. While most students will make a successful transition from one school to another, some will require additional assistance adjusting to new situations. To integrate successfully into Toronto Scholars' Collegiate, those students who are recent arrivals to Ontario may require specialized, planned, ongoing orientation programs. Students who have been identified as exceptional and those who are entering school in midyear or mid-semester may require extra help in making an effective transition to Toronto Scholars' Collegiate and regaining their focus on academic achievement.

Exit Programs

Students leave Toronto Scholars' Collegiate for a variety of reasons – they may move to a different town, transfer to a new school, graduate, or choose to pursue goals outside of school. The goal of an exit program is to help all these students make a successful transition to the next stage of their lives. The Principal of Toronto Scholars' Collegiate prepares exit programs that include a review of students' annual education plans and future goals. The exit programs for graduates include the following: – a review of each student's plans for postsecondary education, training, apprenticeship, independent living, or work – information on university and college programs, application and admission procedures, visits to campuses, and so on – information on apprenticeship programs – information on procedures for applying for employment – financial planning information.

The exit program for secondary students leaving school before graduation includes the following: – a review of their achievements to date and the issuing of a copy of the Ontario Student Transcript as well as an Ontario Secondary School Certificate or a Certificate of Accomplishment where appropriate – discussion and clarification of their plans for the immediate future (e.g., plans for independent living) – information about education and training opportunities (e.g., evening courses, correspondence courses, readmission to secondary school) – information on postsecondary education options – information about the community services and community contacts available to help them – information on procedures for applying for employment – financial planning information – information on apprenticeship programs. All students leaving Toronto Scholars' Collegiate are encouraged to participate in the exit program.

CURRICULUM

Strategies and Resources for Students and Parents to support Education planning and the course selection process:

Grade 9 and 10: Course selection begins in the following year before grade 9 and grade 10.

Typically, this is completed in May of the year before the grade you are entering. Each student works with the Guidance counsellor of Toronto Scholars' Collegiate to establish which courses he/she will be taking in September. As well, there is a parent night in May of each year describing the high school course selection process as well as the high school credit system. Parents are strongly advised to attend this evening as many questions about completing an OSSD will be explained.

Grade 11 and 12: Course selection for grade 11 and 12 begins the year before. Students who are in

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

grade 10 will meet with their Guidance counsellor to discuss possible grade 11 courses as well as a possible post-secondary plan. Students in grade 11 meet with their Guidance counsellor to discuss their post-secondary plans as well as map out their graduating year. Parents and students are strongly encouraged to visit the following websites for information regarding the university/college application process: University Program information: <http://www.electronicinfo.ca/>, University Applications information: <http://www.ouac.on.ca/>, College Program/Application information: <http://www.ontariocolleges.ca/home>.

Intervention strategies, support, and programs: Much can be done at Toronto Scholars' Collegiate Private School in terms of intervention strategies, support, and programs. Toronto Scholars' Collegiate has a built-in educational support program where students with IEPs can get additional support in their education. These supports take place at a time that is convenient for the student and their family (before school, during work periods, at lunch, or after school). All teachers working with the supportive environment have years of experience working with children with exceptionalities.

Support for English Language Learners:

Students that do not speak English as their mother tongue need extra supports to help them achieve. Toronto Scholars' Collegiate has ESL teachers who are qualified to provide assistance to those students who may need added assistance with English. These supports take place at a time that is convenient for the student and their family (before school, during work periods, at lunch, or after school). TOEFL, IELTS, and other language tests are practiced.

✚ ESLBO ESL Level 2, Open

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

Prerequisite: ESL Level 1 or equivalent

✚ ELSCO: English as a Second Language, Level 3, Open

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

Prerequisite: None

✚ ESLDO: English as a Second Language, Level 4, Open

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

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

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.
Prerequisite: None

-  **ESLEO: English as a Second Language, Level 5, Open**
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.

Prerequisites: None

Computer Labs and Resource Centre/Library

Toronto Scholars' Collegiate does not currently have nor maintain a computer lab. With recent computer trends, all students are required to have and maintain their own computer, tablet, or laptop. Each student must have a laptop that has the following capabilities:

1. At least 1 USB port
2. A full keyboard (not on screen)
3. A word processing program
4. A working printer at home

Our school has a small resource library located near the Principal's office. This is a study space as well as a resource room where students may work or do research.

Community Resources

Whenever possible, Toronto Scholars' Collegiate utilizes the community around us to enhance the curriculum. Trips to public libraries, university libraries, arenas, gyms, and nature centres all assist Toronto Scholars' Collegiate in providing a high quality education. Toronto Scholars' Collegiate is located in a very diverse area of Ontario, which allows for a rich environment of Community Resources. TSC will utilize libraries, museums, parks, concert halls, community centres, among many others in order to enrich the education of the students.

Special Education Accommodations

Many students require additional accommodations in order to achieve success at the secondary level. These accommodations are build around Ontario Schools and Growing Success to ensure that they follow all Ontario Policies and frameworks. Please note that this list is not a comprehensive list, rather an overview of the accommodations that can be provided by TSC: Extra time for assignments, quizzes, and tests, breaking down (or chunking) of assignments, one on one assistance for learning concepts, peer tutoring, use of assistive technology, smaller class sizes, quiet testing rooms, use of listening devices, hearing instructions orally, having notes provided, using visual presentations of verbal material, dictating answers to a transcriber, using a calculator or table for math facts, preferential seating, use of sensory tools, frequent breaks, time management and organizational assistance, and teaching memorization techniques.

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada

CONTACTS

To reach the school, please call: 647-346-7460 or email: admin@torontosc.com

Regular school hours are Monday through Friday from 8.45 am to 4.25 pm).

To contact the school for report student absences or any other general inquiries, please contact:

Annie Cao

Director

Phone: 647-878-5108

Email: annie@torontosc.com

Jane Zhang

Director

Phone: 647-866-9096

Email: jane.z@torontosc.com

Change in Contact Information

Please advise the School of any address, email or telephone number changes, temporary or otherwise. Please contact admin@torontosc.com concerning any changes. Parents should refer to their child's name in the email. The School should also be advised of any change in contact information for legal guardians of students.

References

Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011

<https://www.ontario.ca/document/ontario-schools-kindergarten-grade-12-policy-and-program-requirements-2024>

Secondary Curriculum. <https://www.dcp.edu.gov.on.ca/en/curriculum#secondary>

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools.

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Provincial Code of Conduct. <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-128#section-2>

Prior Learning Assessment and Recognition (PLAR). <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-129>

Ontario Student Record (OSR) Guideline <https://www.ontario.ca/page/ontario-student-record-osr-guideline>

Ontario Student Transcript (OST) <https://www.ontario.ca/page/ontario-student-transcript-manual>

Ontario Community Involvement Requirement <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-124>

Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada



Toronto Scholars' Collegiate, 60 Riviera Drive, #8, Markham- L3R 5M1, Ontario, Canada