



# TFS High School

## Canadian Private High School

# Course Information Calendar

## 2020-2021

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## Philosophy

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At TFS, we strive for promoting our students' academic, social and character development by providing them with a challenging, diverse and supportive learning environment. Hence, our instructional settings are geared to high personal and academic standards. We value the uniqueness of each and individual student and are aware that through our concerted and dedicated efforts, reflected by a team of highly qualified staff and quality curriculum, they can have the best preparation for achieving their full potential towards furthering their education at post secondary level. We treasure the families of our students and believe in parental communication and interaction as an integral component of our function.

## TFS High School

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TFS High School is a private, co-educational, non-denominational, independent Private School. TFS provides our students with the Ontario Ministry of Education Curriculum in small classes with high expectations, within an enriched, caring and secure environment. Our goal is to enable our students to pursue and achieve personal and academic excellence through their school experiences, in order to better prepare them to take on effective roles in their families, their communities and their careers. This Course Calendar is a valuable tool to assist students in planning and reviewing a pathway to success.

## Course Calendar

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The TFS High School Course Calendar will provide you with information about our school, our programs and the academic requirements that will assist you in developing your academic plan for obtaining an Ontario Secondary School Diploma. While the calendar will provide you with important information about obtaining an Ontario Secondary School Diploma, you are strongly advised to consult with our Principal to verify and confirm that your academic plan is the most appropriate and flexible for your career goals. Students are required to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD)

### Graduation Requirements for Secondary School

Ontario Secondary School Diploma (OSSD)

#### Diploma Requirements

An Ontario Secondary School Diploma (OSSD) shall be granted by the Minister of Education, on the recommendation of the principal of the school last attended, to a student who has earned a minimum of 30 credits.

In order to earn an OSSD, a student entering Grade 9 in the 1999/2000 school year or in subsequent years :

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- Must earn a minimum 30 credits (18 compulsory credits and 12 optional credits)
  - Must complete 40 hours of community involvement activities
  - Must meet the Ontario Secondary School Literacy Requirement

The combination of compulsory and optional courses is designed to provide all students with the essential knowledge and skills they will need to function effectively in any area of activity, as well as the opportunities to acquire the specialized knowledge and skills they will need to succeed in their chosen post-secondary endeavors.

### **Compulsory Credits (Total of 18)**

Students must earn the following 18 compulsory credits to obtain the Ontario Secondary School Diploma (OSSD):

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4 credits in English (1 credit per grade) : students may use ESL or ELD credits towards the requirement but must earn the fourth credit at the grade 12 level

1 credit in French as a second language

3 credits in Mathematics (at least 1 credit in Grade 11 or 12)

2 credits in Science

1 credit in Canadian History

1 credit in Canadian Geography

1 credit in the Arts

1 credit in Health and Physical Education

1/2 credit in Civics

1/2 credit in Career Studies

3 additional credits, consisting of 1 credit from each of the following groups:

**Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

**Group 2:** French as a second language, the arts, business studies, health and physical education, cooperative education

**Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits,

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1 credit from Group 1, and 1 credit from either Group 2 or Group 3.

- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

### **Optional Credits (total of 12)**

In addition to the 18 compulsory credits students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in this school course calendar.

### **The Ontario Secondary School Certificate (OSSC)**

**Or**

### **The Certificate of Accomplishment**

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma may be granted a Ontario Secondary School Certificate or a Certificate of Accomplishment. The Certificate may be a useful to find employment directly after leaving school.

The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

### **The Ontario Secondary School Certificate (OSSC)**

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

#### **7 required compulsory credits**

2 credits in English

1 credit in mathematics

1 credit in science

1 credit in Canadian history or Canadian geography

1 credit in health and physical education

1 credit in the arts, computer studies, or technological education

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## 7 required optional credits

7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.

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## Prior Learning Assessment and Recognition

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### Prior Learning Assessment and Recognition (PLAR)

A student must have a minimum of 30 credits to earn an Ontario Secondary School Diploma (OSSD). However, students are granted outside Ontario secondary school classrooms equivalency credits based upon their previous successful secondary school work in their own country.

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.

Students who wish to apply for university entrance in Canada, and do not have a High School Diploma, must obtain an OSSD that includes a minimum of six (6) “U” or “M” or a combination of 4 “U” and a maximum of “2 M” credits. Any or all of these six credits may already be among the 30 credits of the OSSD. University and College entrance requires students to have a OSSD or a High School Diploma from other Ontario provinces or their country of origin.

**Equivalency** refers to the process whereby credentials from other jurisdictions are assessed for the purpose of granting credit for a course developed from a curriculum policy document. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

Assessment and Evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation must be based on all strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student's level of achievement will be recorded as a percentage grade, in the same way as achievement in other courses.

All credits granted through the PLAR process that is, through either the challenge process or the equivalency process must represent the same standards of achievement as credits granted to students who have taken the course in Ontario.

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On the Ontario Student Transcript (OST) ‘PLE’ is the code used for equivalent credits granted for previous learning outside Ontario or in a non-inspected private school in Ontario. For these credits the code ‘EQV’ is used instead of a percentage grade.

### **Session System**

TFS High School operates on a 12-month, 4 semesters. Students must meet the course requirements of 110 hours to be issued a credit.

TFS High School offers credits in 4 semesters from Monday to Saturday between 10am to 9pm).

Semester 1: September to January

Semester 2: February to June

Summer:

Semester 3: July

Semester 4: August

### **Credits**

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course *in accordance with the policy outlined in the curriculum policy documents*. Most courses are offered as single-credit courses.

For the purpose of granting a credit, *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 a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses.

### **Course Type**

In the current Ontario curriculum, there is a clear distinction between applied and academic courses in Grades 9 and 10, as well as among the various destination and open courses in Grades 11 and 12. Open courses in Grades 9 to 12 are also distinct from other course types. Because the courses are different, students may earn credit for the successful completion of more than one course in the same subject at any given grade level.

The following three types of courses are offered in Grades 9 and 10:

*Academic* courses develop students’ knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

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**Applied** courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

**Open** courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In Grades 9 and 10, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take.

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

**College preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

**University preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

**University/college preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

**Workplace preparation** courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

**Open** courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways. In these grades, there are also increased opportunities for learning experiences beyond the school, including cooperative education, work experience, and specialized programs such as the Ontario Youth Apprenticeship Program, Specialist High Skills Major programs, and school-work transition programs (see sections 8 and 9).

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## **Procedures for Students Who Wish to Change Course Types**

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need.

In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.



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## **Substitution for Compulsory Courses**

Substitutions for Compulsory Credit Requirements In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3). Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution). The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the 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 the adult student and appropriate school staff.

The following are limitations on substitutions for compulsory credits:

- ◆ English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits)
- ◆ No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- ◆ Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- ◆ A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet .

Each substitution will be noted on the student's Ontario Student Transcript.

## **Course Prerequisites**

Courses in Grades 10, 11 and 12 may have prerequisites as a requirement for enrolment. All prerequisite courses will be identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. School provides parents and students with clear and accurate information on prerequisites. If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation appropriate individuals.

## **The Ontario Curriculum Policy Documents**

The Ontario curriculum outlines the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities through which achievement is assessed and evaluated.

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Secondary curriculum policy documents on the ministry website:  
[www.edu.gov.on.ca/eng/curriculum/secondary/descript.html](http://www.edu.gov.on.ca/eng/curriculum/secondary/descript.html)

### **Cooperative Education**

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination.

**TFS HIGH SCHOOL DOES NOT PROVIDE CO-OP EDUCATION.**

### **Specialized Programs**

Schools and school boards may develop specialized programs to address the needs of groups of students with a particular curriculum or career interest.

### **Ontario Student Record**

The Ontario Student Record folder (OSR) is the official record for a student. The OSR is created when a student enters the Ontario School system and moves with the student from school to school in Ontario. Every Ontario school keeps an OSR for each student enrolled.

The OSR is created under the authority of the Education Act, and the contents of the OSR are protected under the Freedom of Information and Protection of Privacy Act. The parents and students (18 and older) may examine the contents of the OSR on request, with the assistance of the Principal or designated administrator. All OSR's are stored in a secure location within the school's office.

The OSR folder contains achievement results, credits earned, and other information important to the education of the students.

### **Ontario Student Transcript**

The Ontario Student Transcript (OST) is a provincially standardized document, which provides a comprehensive record of a student's achievement in secondary school. Copies are available to students on request.

The credits that a student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST regardless of how or where the credits were earned. The OST will include:

- all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned;
- all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OS ;
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements;

- confirmation that the student has completed the forty hours of community involvement;
- confirmation that the student has successfully completed the provincial secondary school literacy requirement.

In Grades 11 and 12, all attempts, withdrawals and repeats of courses are recorded on the OST showing percentage grades earned, credits granted (if successful), or “W” for withdrawn showing the date of dropping the course before completion.

If a student withdraws from a course within five instructional days following the issue of the mid-term report card, the withdrawal is not recorded on the OST.

Students repeating a course, for which they have already received a credit, will have marks from all attempts recorded, but only one credit is granted to higher one. Identification of any course that has been substituted for a compulsory course will be made.

### **The Ontario Student Transcript Manual, 2010**

The Ontario Student Transcript (OST): Manual, 2010 provides the information and guidelines required for the establishment, maintenance, issue, and storage of the Ontario Student Transcript (OST). It also outlines the regulations and procedures that apply to the recording of information in various situations.

Access the Manual at <http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost2010.pdf>

All students who entered Grade 9 in the 2000–2001 school year, or in subsequent years, are required to meet the literacy graduation requirement outlined in section 3.1.4 of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (OS)* in order to earn an Ontario Secondary School Diploma (OSSD).

International students entering the Ontario secondary school system for the first time with previous Ontario credits are OSS students working towards OS diploma. Grade 12 OS students must meet the literacy graduation requirement.

### **The Secondary School Literacy Graduation Requirement**

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10 in accordance with the policies outlined in The Ontario Curriculum. Once students have successfully completed the OSSLT, they may not retake it.

Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy Course (OSSLC).

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Mature students have the option to enrol directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

## **Ways of Meeting the Secondary School Literacy Graduation Requirement**

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

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation.

The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring.

Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the principal. Deferrals are granted in accordance with the policies described in deferrals section.

Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

### **2. The Ontario Secondary School Literacy Course (OSSLC)**

Policy requirements for taking the OSSLC are contained in the curriculum policy document *The Ontario Curriculum: English, the Ontario Secondary School Literacy Course (OSSLC), Grade 12, 2003*. Students who pass the course are considered to have met the literacy graduation requirement.

For the 2003–04 school year, students who had had two opportunities to take the OSSLT and had failed it at least once were eligible to enroll in the OSSLC. Principals have the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student.

The credit earned for successfully completing the OSSLC may be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English. If used to meet the Grade 11 requirement, the course is coded OLC30. If used to meet the Grade 12 requirement, the course is coded OLC40. The credit may also be used to meet the group 1 compulsory credit requirement for the Ontario Secondary School Diploma.

Grade 12 successful completion of this course will provide an alternative means of demonstrating the required literacy skills and meet the literacy requirement. Mature students may enroll in the OSSLC course without having attempted and failed the OSSLT. A mature student is described as: at least

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eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary program; is enrolled in a secondary program for the purpose of obtaining an OSSD.

Only the indication of the successful completion of the literacy requirement will be entered on the student's Ontario Student Transcript. If the student completed the Ontario Secondary Literacy Course, the mark and credit earned will also be included.

**\*Deferrals**

English as a Second Language and English Literacy Development students will take the test when they have reached an appropriate level of proficiency in English. The parents or staff may request deferral for eligible students, and the school Principal may grant permission.

**Community Involvement Requirement**

As stated in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 2011* (OS), every student who begins secondary school during or after the 1999–2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities.

Community involvement activities are part of the school's program.

TFS staff will discuss appropriate types of community involvement activities and projects with students and may offer suggestions. However, the selection and management of the involvement is to be directed by the student.

Community involvement activities may take place in a variety of settings, including not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfill the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. Students must fulfill their requirement outside of school hours. Examples of locations where community involvement activities can take place include:

- a) YMCA
  - b) City community centres
  - c) Public Libraries
  - d) Local charities
- etc.

TFS High School will develop the forms on which students list (a) their planned activities and (b) their completed activities. Students must maintain and provide a record of their community involvement activities. The organizations or persons supervising the activities must confirm completion of the required 40 hours. The student must submit documentation attesting to the completion of each activity to the Principal. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and her or his parents, and a signed acknowledgement by the person (or a representative of the

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organization) involved. The Principal will decide whether the student has met the requirements of both the Ministry and TFS for these activities.

PPM No. 124a includes the policy and procedures as well as sample documents relating to the 40-hour community involvement diploma requirement.

PPM No. 124a, “Ontario Secondary School Diploma Requirement: Community Involvement Activities in English-Language Schools” (April 27, 1999) [www.edu.gov.on.ca/extra/eng/ppm/124a.html](http://www.edu.gov.on.ca/extra/eng/ppm/124a.html)

## **School Policies**

### **Assessment and evaluation and report cards**

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests.

For Grades 1 to 12, assessment is based on evidence of student achievement of the provincial curriculum expectations. Teachers will ensure that students’ demonstration of their achievement is assessed in a balanced manner with respect to the four categories of the achievement chart and that achievement of particular expectations is considered within the appropriate categories.

**Evaluation** is based on **assessment of learning** that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students’ achievement of the overall expectations*.

### **Determining a Report Card Grade: Grades 9-12**

#### **Evidence of Student Achievement for Evaluation**

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation). The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course. In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students’ skills and knowledge than others. Teachers will weigh all evidence of student

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achievement in light of these considerations and will use their professional judgment to determine the student's report card grade. The report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time.

Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence

### **Students' Responsibilities With Respect to Evidence for Evaluation**

Students are responsible for providing evidence of their learning within established timelines, and that there are consequences for cheating, plagiarizing, not completing work, and submitting work late.

- **Academic Fraud/Plagiarism:** Plagiarism is a serious offense. It is defined as taking words, phrasing, sentence structure, or any other element of the expression of another person's **ideas**, and using them as if they were ones own. Plagiarism is a violation of another person's rights, whether the material taken is great or small. Students will be assisted in developing strategies and techniques to avoid plagiarism. They need to be aware that plagiarized term work will be penalized and could result in a mark of zero.
- **Late Assignment Policy:** All homework and assignments should be completed as required. In the case of a problem, students are expected to contact the teacher to discuss the matter. Exceptional circumstances should be communicated to the teacher as early as possible and this will be taken into consideration by the teacher.

Assignments are due at the beginning of class and must meet the requirements set by the teacher. In the case of late or missed assignments there will be a mark deduction up to a maximum of the full value of the assignment. However in exceptional circumstances, the teacher and the student may determine an alternative deadline based on the factors involved.

The professional judgment of the teacher, acting within the policies and guidelines established by the ministry and TFS High School, determines the strategy that will most benefit student learning. The following strategies may be used to help prevent and/or address late and missed assignments:

- a conversation with the student to clarify the reason for not completing the assignment
- spreading the weight of the assignment over other assessments
- helping students develop better time-management skills
- planning for major assignments to be completed in stages so students can manage the workload
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents and administration if the problem persists
- parent-teacher conferences
- using peer tutoring to try to deal positively with problems
- reviewing the need for extra support for English language learners

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- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so

### **Student Achievement-Grades 9 To 12 Examination and Evaluation Policies**

For Grades 9 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgment will inform the determination of percentage marks.

For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- Seventy percent-**70%**- of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent-**30%**- of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

A credit is granted and recorded for every course in which the student's final percentage mark is 50 per cent or higher. Procedures for students whose final grade is below 50 per cent and who do not receive a credit are outlined in the ministry policy document *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 2016*.

In Grades 9 and 10, a student who receives an "I" on the final report card to indicate insufficient evidence will not receive a credit for the course. However, there may be instances where students in Grades 9 and 10 who receive an "I" on their final report card may be considered for credit recovery.

### **Report Cards and Marks**

A report card will be completed and filed in the Ontario Student Record for each student who has been enrolled at TFS. As required by law, a student's record of courses and credits gained towards the requirements for the Ontario Secondary School Diploma is maintained on the **Ontario Student Transcript (OST)**, which is the official record of a student's academic achievement in high school.

The report card provides a record of the student's achievement of the curriculum expectations in the form of a percentage grade, which reflects the corresponding level of achievement as described in the achievement chart for the discipline. A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher.



## Reporting Period

Evaluation of the students' progress by the teachers is very important in the academic development of each student. Parents and guardians are kept well informed of their child's progress.

Hence reporting of student progress takes place three times each semester:

Interim (October/March)

Mid-term (November/April/ 2<sup>nd</sup> Week of July/August)

Final ( January/June/July/August)

## Attendance

Regular attendance is crucial to success at TFS. The guidelines of the Ministry of Education require that students receive at least 110 hours of instruction for each credit course. TFS expects all students to attend all classes. Valid documentation must be presented to the teacher and the office for missed classes. Persistent absences will result in the following actions:

Notice	Action	Consequence
#1 Upon 5 hours absence	Warning to Student in writing	
#1 Upon 9 hours absence	Warning sent to parents or guardians	Interview with the principal Possible drawing out of an action plan
#3 Upon 15 hours absence		Interview with the principal *Potential loss of Credit

\*Note: **School will not refund in case of loss of credit.**

Late will be recorded on the attendance and the amount of time late will be indicated.

## Leave of Absence for International Students

In order to maintain eligibility for Student Authorization from the Canadian Government, students must follow certain guidelines before taking a Leave of Absence outside Canada. They must:

- Have attended a minimum of 2 semesters
- Have a tuition fee balance for 4 courses (or the number required for graduation)
- Have a signed letter from parents or guardian approving the application
- Have a round-trip air ticket

A Leave of Absence must be requested at least two weeks prior to the intended departure

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date. Leave of absence should coincide with scheduled holidays or times when the student's absence does not have as great an impact upon the completion of their courses. Students will not be granted a Leave of Absence if it will negatively impact upon their ability to successfully complete their program, unless the Leave of Absence is for compassionate reasons. The Principal will make the final decision.

### **External Credits**

In the event that course(s) critical to the graduation of a student are not available at TFS High School, we will assist our students in obtaining credit(s) through other agencies such as the Independent Learning Centre or Continuing Education Programs.

### **Equal Education Opportunity**

TFS High School is committed to the principles of gender, faith, race and ethno-cultural equity in the curricula, policies and practices of the School.

## **Student Services**

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### **Student Counseling and Services**

Our staff assists and advises students in a variety of areas during their stay at TFS. Services include:

#### Academic

- Course and academic counseling
- University and college information
- Applications to universities and colleges
- Computer usage

#### Personal:

- Opening bank accounts
- Application for transit cards
- Welcome to New Students
- Counselling for Personal Problems
- Local Community Resources

#### Housing:

- Home Stay Opportunities

#### Visa Renewal:

a) For students who have four or less courses to complete for the OSSD, a request for renewal will be issued upon confirmation of the full payment of the remainder of the tuition fees.

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b) For students who have more than four courses to complete for the OSSD, the confirmation will be issued only if the student has a tuition fee balance for four courses for the coming semester.

## **School Code of Conduct**

TFS High School commits to promoting a safe, supportive and friendly environment for teaching and learning. This can only happen when everyone cooperates and agrees to suitable standards of conduct.

The following are the school goals:

- a. All members of this school community are to be treated with respect, courtesy and dignity.
- b. Teachers should have the opportunity to teach and that students will have the opportunity to learn.
- c. All students will have the opportunity to participate fully and safely in school, whether it be in the classroom, the school yard, special events, sports, extracurricular activities or school trips.
- d. The expectations for appropriate behavior are identified and promoted by teaching.
- e. The process for ensuring that these expectations are followed is consistent and familiar.
- f. Everyone will develop an appreciation of the impact of their behaviour, both positive and negative, on others.
- g. Students learn that rules, policies and procedures provide guidelines for behaviour, but that control of behaviour will be internalized as self control.

### **I. Responsibilities**

Everyone has responsibility for ensuring the achievement of TFS's Code of Conduct. The general expectations are outlined below:

Students:

- Treat everyone with courtesy, respect and dignity.
- Learn the rules, accept and follow them.
- Complete assigned work.
- Act in a safe manner.
- Accept responsibility for their actions.
- Use acceptable strategies to resolve conflict. If necessary, students will be taught appropriate alternatives to resolving conflict.
- Promptly respond to the instructions of supervising staff.

Staff:

- Treat everyone with courtesy, respect and dignity.
- Ensure that students and parents are aware of the policies and expectations of the school.
- Communicate with parents.
- Design strategies that focus on and acknowledge positive behaviours.

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- Ensure that they address inappropriate behaviors.
  - Maintain a consistent approach and expectations, acknowledging positive behaviours and addressing negative behaviours.
  - Teach students alternatives to negative behaviours.

Parent(s):

- Treat everyone with courtesy, respect and dignity.
- Ensure that students are aware of the policies and expectations of the school.
- Discuss and reinforce the expectations with their child

## **II. Process**

A key component in the success of a Code of Behaviour is a clearly defined process for dealing with inappropriate behavior. The steps are outlined below:

- Staff will be responsible for identifying and addressing inappropriate behaviour in a conflict situation:
- Supervising staff will intervene and issue instructions designed to terminate the conflict.
- Students are responsible for responding immediately to those instructions.
- Staff will determine a time and location to provide an opportunity for resolution of the conflict or to deal with inappropriate behaviour.

The process for resolving the conflict is designed to:

- provide an opportunity for the students involved to present their viewpoints.
- assist students to identify the degree of their responsibility in the conflict situation plus the positive and negative components of their actions.
- teach alternative behaviours with the clear expectations that students will accept responsibility for using the more appropriate behaviors in the future.
- give the students ownership of the problem; actively involve them in determining a solution and through this process, teach self discipline.
- assist staff in assigning the most appropriate consequence(s).

## **III. Consequences**

Any behavior against the Code of Conduct of TFS High School and/or unlawful behaviour will not be tolerated. Those responsible of such misconduct will be refused registration to the school; must leave the school properties; and their tuition will not be refunded.

### **The behaviours for which a Principal may consider suspending a student include:**

- swearing (written or verbal) at a teacher or at another person in a position of authority
- bullying
- uttering a threat to inflict serious bodily harm on another person
- damaging or destroying school property
- possessing alcohol or restricted drugs
- being under the influence of alcohol or restricted drugs
- committing any act, considered by the Principal to:
  - a) have a negative impact on the school
  - b) have a negative impact on the physical or mental well-being of one or more school community members

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- c) be contrary to the school Codes of Conduct

**Incidents for which a Principal will consider recommending to the Board's Committee that a student be expelled include:**

- Physically assaulting another person
- Possessing a weapon or using a weapon to threaten or frighten another person
- Trafficking in restricted drugs or weapons
- Giving alcohol or restricted drugs to a minor
- Causing extensive damage to school property
- Committing robbery
- Committing sexual assault
- Smoking restricted drugs in school premises.
- Behaviour that: is significantly detrimental to the school climate and/or to the physical or mental well-being of others including students, teachers and staff members.
- causing his/her continued presence at the school to pose an unacceptable risk to other members of the school community
- A pattern of behaviour so inappropriate the student's continued presence is detrimental to the effective learning, collective morality or health of working environment of others.
- Persistent Academic Incompliance: Refusal to follow attendance rule, continuous disruption of classroom instruction, refusal to appear at scheduled test/exam dates, defiance of teacher's warnings, and cheating in exams.
- demonstrates a persistent resistance to changes in behaviour that would enable him/her to be successful
- Is a serious violation of the school Code of Conduct

**\*Grades Appeal Clause**

A request will be granted if it is filed within 24 hours of a business day from the date of reporting the grade. An instructor will require 24 hours of a business day to review and respond to the appeal.

There is a processing fee of \$50 attached to an application for Grades Appeal

## Course List

TFS provides programs to prepare our students for University or College entrance. The type of programs that we provide at TFS, specifically are Academic, Open, University and University/College.

TFS attempts to provide a wide range of courses that will meet the individual needs and interests of our students. A description of the courses currently being offered can be found in the following pages. Course outlines will be provided by the classroom teacher and are available through our School Office. Courses may be changed and new courses added from semester to semester. Please confer with the main office to ensure that the courses that you wish to complete are available.

### Grade Nine Courses

Code	Department	Course Name
ENG1D	English	English
MPM1D	Mathematics	Principles of Mathematics
CGC1D	Canadian and World Studies	Issues in Canadian Geography
SNC1D	Science	Science

### Grade Ten Courses

Code	Department	Course Name
ENG2D	English	English
CHV2O	Canadian and World Studies	Civics
GLC2O	Guidance and Career Education	Career Studies
CHC2D	Canadian and World Studies	Canadian History
MPM2D	Mathematics	Principles of Mathematics
SNC2D	Science	Science
LYFBO	International Language	Farsi 10

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**Grade Eleven Courses**

<b>Code</b>	<b>Department</b>	<b>Course Name</b>
ENG3U	English	English
MCR3U	Mathematics	Functions
SPH3U	Science	Physics
ICS3U	Computer Studies	Introduction to Computer Science
SBI3U	Science	Biology
SCH3U	Science	Chemistry
LYFCU	International Language	Farsi 11

**Grade Twelve Courses**

<b>Code</b>	<b>Department</b>	<b>Course Name</b>
ENG4U	English	English
MCV4U	Mathematics	Calculus and Vectors
MHF4U	Mathematics	Advanced Functions
MDM4U	Mathematics	Mathematics of Data Management
SCH4U	Science	Chemistry
SPH4U	Science	Physics
SBI4U	Science	Biology
LYFDU	International Languages	Farsi 12
OLC4O	English	Ontario Secondary School Literacy Course
CLN4U	Law	Canadian and Int'l Law
HSB4U	General Social Sciences	Change and Challenge in Society
HHS4U	Social Sciences	Families in Canada

Please note that most of the above courses are also offered at the college and applied levels when there are enough students to create a class.

\*All course outlines are available at the office.

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## THE COURSE CODING SYSTEM

Courses are identified by three letters followed by a number and a letter. For example, “ENG2P” means English for Grade 10 students, an applied course.

The first character indicates the subject area:

- A Arts
- B Business
- C Canadian and World Studies
- E English
- F French
- G Guidance and Career Education
- H Social Sciences and the Humanities
- I Computer Studies
- L Classical and International Languages
- M Mathematics
- N First Nations, Metis and Inuit Studies
- P Health and Physical Education
- S Science
- T Technological Studies

The next two characters differentiate between subjects within the subject area:

CGC means “Issues in Canadian Geography”, while CHC means “Canadian History Since World War I”

The first number indicates the grade level of the course:

- 1 Grade 9
- 2 Grade 10
- 3 Grade 11
- 4 Grade 12

The letter following the first number indicates the type of course and the course pathway:

- D Academic
- L Locally Developed Compulsory Credit
- O Open
- P Applied
- C College
- E Workplace
- M University/College
- U University
- T College Delivered Dual Credit

*For example - CHC2D*

*C - Canadian and World Studies*

*HC - Canadian History*

*The fourth digit indicates the grade: 2 - Grade 10*

*The fifth digit indicates the destination related course: D - Academic*



## English as a Second Language and English Literacy Development

### Courses in English as a Second Language, Grades 9 to 12

Level	Course Name	Course Type	Course Code	Prerequisites
Level 1	ESL Level 1	Open	ESLAO	None
Level 2	ESL Level 2	Open	ESLBO	ESL 1 or equivalent
Level 3	ESL Level 3	Open	ESLCO	ESL 2 or equivalent
Level 4	ESL Level 4	Open	ESLDO	ESL 3 or equivalent
Level 5	ESL Level 5	Open	ESLEO	ESL 4 or equivalent

### Courses in English Literacy Development, Grades 9 to 12

Level	Course Name	Course Type	Course Code	Prerequisites
Level 1	ELD Level 1	Open	ELDAO	None
Level 2	ELD Level 2	Open	ELDBO	ELD 1 or equivalent
Level 3	ELD Level 3	Open	ELDCO	ELD 2 or equivalent
Level 4	ELD Level 4	Open	ELDDO	ELD 3 or equivalent
Level 5	ELD Level 5	Open	ELDEO	ELD 4 or equivalent

## COURSE DESCRIPTIONS

### GRADE 9

#### English, Grade 9 Academic (**ENG1D**)

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

**Prerequisite:** None

#### Principles of Mathematics, Grade 9, Academic (**MPM1D**)

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems

**Prerequisite:** None

#### Science, Grade 9 Academic (**SNC1D**)

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the

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environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

**Prerequisite:** None

#### Geography of Canada, Grade 9 Academic (CGC1D)

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geo-technologies and inquiry and communication methods to analyze and evaluate geographic issues and present their findings.

**Prerequisite:** None

#### International Languages, Farsi, Level 1 Academic (LYFAO)

This course prepares students for studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of the countries where the language is spoken through the use of community resources and computer technology.

**Prerequisite:** None

### GRADE 10

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

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

#### Civics and Citizenship, Grade 10 Open (CHV2O)

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

**Prerequisite:** None

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## Career Studies, Grade 10 Open (**GLC2O**)

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

**Prerequisite:** None

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

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will 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

## Principles of Mathematics, Grade 10 Academic (**MPM2D**)

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

**Prerequisite:** Grade 9 Mathematics, Academic or Mathematics Transfer

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

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

**Prerequisite:** Science, Grade 9, Academic or Applied

## International Languages, Farsi, Level 2 Academic (**LYFBD**)

This course prepares students for studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read

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diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of the countries where the language is spoken through the use of community resources and computer technology.

**Prerequisite:** Farsi, Level 1 Academic (**LYFAD**)

## GRADE 11

### Introduction to Computer Science, Grade 11 University Preparation (**ICS3U**)

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

**Prerequisite:** None

### English, Grade 11 University Preparation (**ENG3U**)

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

**Prerequisite:** English, Grade 10, Academic

### Functions, Grade 11 University Preparation (**MCR3U**)

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; 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

### Foundations for College Mathematics, Grade 11 College Preparation (**MBF3C**)

This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** Foundations of Mathematics, Grade 10, Applied

### Biology, Grade 11 University Preparation (**SBI3U**)

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic

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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

#### Chemistry, Grade 11 University Preparation (**SCH3U**)

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

**Prerequisite:** Science, Grade 10, Academic

#### Physics, Grade 11 University Preparation (**SPH3U**)

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

**Prerequisite:** Science, Grade 10, Academic

#### International Languages, Farsi, Level 3 University Preparations (**LYFCU**)

This course prepares students for studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of the countries where the language is spoken through the use of community resources and computer technology. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

**Prerequisite:** Farsi, Level 2 Academic (**LYFBD**)

## GRADE 12

#### Grade 12 Computer Science (**ICS4U**)

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

#### English, Grade 12 University Preparation (**ENG4U**)

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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

English, Grade 12 College Preparation (**ENG4C**)

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, 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 and developing greater control in writing. The course is intended to prepare students for college or the workplace.

**Prerequisite:** English, Grade 11, College Preparation

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

The Ontario Secondary School Literacy Course (OSSLC) is a full-credit Grade 12 course that will be offered as part of the English program in Ontario secondary schools.

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. 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 literacy portfolio containing a record of their reading experiences and samples of their writing.

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

The Writer's Craft, Grade 12 University Preparation (**EWC4U**)

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

**Prerequisite:** English, Grade 11, University Preparation

Advanced Functions, Grade 12 University Preparation (**MHF4U**)

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

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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

Calculus and Vectors, Grade 12 University Preparation (**MCV4U**)

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

**Note:** The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Mathematics of Data Management, Grade 12 University Preparation (**MDM4U**)

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

Foundations for College Mathematics, Grade 12 College Preparation (**MAP4C**)

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

**Prerequisite:** Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

Biology, Grade 12 University Preparation (**SBI4U**)

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

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**Prerequisite:** Biology, Grade 11, University Preparation

Chemistry, Grade 12 University Preparation (**SCH4U**)

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

**Prerequisite:** Chemistry, Grade 11, University Preparation

Physics, Grade 12 University Preparation (**SPH4U**)

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data 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

Individuals and Families in a Diverse Society, Grade 12 University/College Preparation (**HHS4U**)

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent–child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

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

Canadian and International Law, Grade 12, University (**CLN4U**)

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

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

English as a Second Language ESL Level 1 Open (**ESLAO**)

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language



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structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

#### English as a Second Language ESL Level 2 Open (ESLBO)

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

**Prerequisite:** ESL 1 or equivalent

#### English as a Second Language ESL Level 3 Open (ESLCO)

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

**Prerequisite:** ESL 2 or equivalent

#### English as a Second Language ESL Level 4 Open (ESLDO)

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

**Prerequisite:** ESL 3 or equivalent

#### English as a Second Language ESL Level 5 Open (ESLEO)

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.

**Prerequisite:** ESL 4 or equivalent

#### International Languages, Farsi Level 4 University Preparations (LYFDU)

This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.

**Prerequisite:** Farsi Level 3, University Preparation