



TFS High School  
**Canadian Private High School**

Course Information Calendar  
2024-2025

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## Philosophy

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At TFS, we strive to promote 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 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 and 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.

### 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.

Requirements for Ontario Secondary School Diploma In order to earn an Ontario Secondary School Diploma (OSSD), a student who enters Grade 9 must earn a minimum of 30 credits, including 19 compulsory credits and 11 optional credits. Students must also complete 40 hours of community involvement activities and must successfully complete the Ontario Secondary School Literacy Test (OSSLT).

Additionally, two online credits are required to earn the OSSD unless an opt-out form is signed and submitted to the secondary school.

Students starting grade 9 in September 2024 must complete a grade 9 or 10 Technology credit before graduation.

Only two co-operative education credits can be counted toward the 19 compulsory credits.

- Earn 30 credits (19 compulsory credits and 11 optional credits)
- Complete 40 hours of community involvement activities
- Pass the Ontario Secondary School Literacy Requirement

- Earn at least two online learning credits

### **Online learning graduation requirement**

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

#### **Definition of “online learning” for this graduation requirement**

- Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.
- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school,

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning.

The online learning graduation requirement also applies to adult learners that will be entering the Ontario secondary school system starting in 2023-24 school year.

Students can count **one** secondary school credit that was earned during the province wide school closures (from April 2021 to June 2021) towards the two online learning credits that they need to graduate. This applies to all Grade 9 students who were learning remotely due to the province wide school closures.

Parents who wish to opt out or exempt their child from the online graduation requirement must complete the opt-out form available from their child’s school board. Exemption from the online learning graduation requirements may be requested by:

- the parent or guardian of the secondary student
- students who are 18 years of age or older
- students who are 16 or 17 years of age and have withdrawn from parental control

#### [Policy/Program Memorandum \(PPM\) 167](#)

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 19)**

Students must earn the following 19 compulsory credits to obtain the Ontario Secondary School Diploma (OSSD):

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

1 grade 9 or 10 Technology credit

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, 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.

\*A maximum of 3 credits in English as a Second Language (ESL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

### **Optional Credits (total of 11)**

In addition to the 19 compulsory credits students must earn 11 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 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

#### **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.

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 or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain 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.

## **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 equivalency credits based upon their previous successful secondary school work in their own country.

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 their country of origin.

Prior Learning includes the knowledge and skills that a student has acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition.

Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency".

The "equivalency" process is the process of assessing credentials from other jurisdictions.

The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

**TFS does not use the Challenge Process to grant credits.**

#### [PLAR Policy/Program Memorandum No. 129](#)

As part of the government’s efforts to help more students enter the skilled trades faster, the ministry has amended PPM 132: PLAR for Mature Students. The amended PPM enables recognition of up to 30 credits required to earn the Ontario Secondary School Diploma (OSSD) for individuals with a Certificate of Apprenticeship or equivalent. Additional amendments will provide the same recognition for individuals who hold a postsecondary diploma or degree from an accredited Canadian postsecondary education institution and are seeking to earn their OSSD through PLAR.

These amendments will make it easier for individuals who have not graduated secondary school, but have knowledge and expertise acquired through their post-secondary training, to gain a credential that leads them to meaningful employment.

The PLAR process for mature students involves two components: "equivalency" and "challenge".

#### **Grade 9 and 10 credits**

For Grade 9 or 10 credits the equivalency process is as follows:

- students participate in individual assessment consisting of four subject based assessments, as needed, for the purpose of granting Grade 9 or 10 credits
- up to 16 Grade 9 and 10 credits may be granted through the Grade 9 or 10 equivalency process at the discretion of the principal following individual assessment

There is no challenge process for Grade 9 and 10 credits.

#### **Grade 11 and 12 credits**

For Grade 11 or 12 credits both the equivalency process and the challenge process are as follows:

- through the equivalency process, students participate in an evaluation of their credentials, other appropriate documentation and evidence from jurisdictions within and outside Ontario for the purpose of granting credit for Grade 11 or 12 courses developed from the most recent Ontario curriculum

- through the challenge process, students' prior learning is evaluated using assessments for the purpose of granting credit for Grade 11 or 12 courses developed from the most recent Ontario curriculum
- up to 10 of 14 Grade 11 and 12 credits may be granted through either the equivalency or challenge process.
- a minimum of four Grade 11 and 12 credits must be earned by taking the necessary courses, with the following exception:
  - at the discretion of the principal, mature students who present evidence of a completed postsecondary diploma and/or degree from an accredited Canadian postsecondary institution, as well as those with an Ontario Certificate of Apprenticeship and/or Qualification may be granted up to 30 credits for the OSSD under Ontario Schools.

Following the equivalency or challenge process, any remaining required credits may be earned by taking the required courses.

Mature students who have previously accumulated 26 or more credits towards the diploma (excluding those with postsecondary credentials as noted above) must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.

### [PLAR Policy/Program Memorandum No. 132](#)

Effective date: September 2023

## **Policy and Procedure**

**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 courses.

Placement in a school program is based on initial English, math, and science assessment done at the school. The learner's progress will be closely monitored in the classroom, and through ongoing educational planning activities such as the Teacher Adviser Program and the completion of the Annual Education Plan. As the learner makes the transition to a new school environment, there may be a need to alter the grade level, type of program, or destination planning.

Students are granted prior learning equivalent credits after they have completed a full term. However, senior students, if their first term is their graduating year, may be granted prior learning equivalent credits prior to the end of term when there is sufficient evidence that they will be eligible for an OSSD.

The following factors will be considered when granting prior learning equivalent credits:

- past educational experience
- number of years in school
- demonstrated performance in specific academic areas
- past academic documentation if available
- age
- future goals

- other relevant factors as identified by school staff

The Assessment of Prior Learning Equivalent Credits form will be filed in the OSR for record keeping, and appropriate management and support of the process of granting prior learning equivalent credits.

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 offers credits in 2 semesters from Monday to Friday between 9am to 8pm and summer.

Term 1: September to January

Term 2: February to June

### 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 learning expectations in the course. Planned learning activities will be delivered Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-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.

### Course Type

In the current Ontario curriculum, there is a clear distinction between applied and academic courses in Grade 10, as well as among the various destination and open courses in Grades 11 and 12. Open courses in Grades 10 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:

#### ***Destreamed (Grade 9)***

- Designed to provide a learning experience for all students
- Emphasize connections among concepts, real-life applications and students' lived experiences.
- Example: English ENL1W

***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.

***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.

### **Locally Developed Courses – Compulsory and Optional**

Locally developed courses are courses that meet educational needs not met by provincial curriculum documents.

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.

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).

### **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 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.

### **Substitution for Compulsory Courses**

In designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions can be made for up to three compulsory courses. The courses used as a Second Language student may have a substitution made for the French as a Second Language requirement, using any course from the compulsory listing; an additional Arts, or Technology, or Mathematics or Science, for example. A substitution is only made if the student's educational interests are best served by the substitution. The decision is the responsibility of the school Principal.

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 in accordance with section 6.1.1.)
- ◆ 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 (see section 7.3.1).

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

### Course Prerequisites

A prerequisite course ensures that students have the prior knowledge required to be successful in subsequent studies. Before students enroll in a course, they must meet the prerequisite requirements established by the Ministry of Education.

When students register for TFS High School courses, they will be required to submit a copy of an Ontario Student Transcript (OST), final report card, or credit counselling summary to show that they have completed the prerequisite course. Courses in Grades 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.

Students who have not completed exact prerequisites may be eligible for a prerequisite waiver. In such instances, the student may be a mature student, take the placement test, homeschooled, have completed similar courses in another province or country, or have relevant education or life experience beyond secondary school.

Students wishing to apply to have a prerequisite waived should complete a [Prerequisite Waiver Application](#) and return it, along with all supporting documentation, to the school. The application will be reviewed once all required documentation has been received. Applicants may need an assessment. The Prerequisite Waiver Application should be completed **prior to** registering for a course.

### 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.

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 THIS SERVICE.**

### **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
- Beginning with students who entered Grade 9 in the 2020-21 school year, all students must earn at least two online learning credits as part of the requirements for an Ontario Secondary School Diploma (OSSD), unless they have opted out or been exempted.

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**

The Ontario Student Transcript (OST): Manual, 2013 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/ost2013.pdf> and the revised format at <http://www.edu-ontario-student-transcript-manual-2013-en-2022-01-04.pdf> which add the section for Secondary School Online Learning Requirement.

Beginning with students who entered Grade 9 in the 2020-21 school year, all students must earn at least two online learning credits as part of the requirements for an Ontario Secondary School Diploma (OSSD), unless they have opted out or been exempted.

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, the Ontario Secondary School Literacy Course (OSSLC), or the adjudication process as follow.

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). The test is conducted twice each year.

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 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.

Mature students may enroll directly in the OSSLC without first attempting the OSSLT. A mature student is a student who:

- is at least 18 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 and
- is enrolled in a secondary program for the purpose of obtaining an OSSD.

Sample test materials are available at [www.eqao.com](http://www.eqao.com).

### **\*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.

School boards may establish adjudication panels at the end of the school year to provide students with an additional opportunity to meet the literacy graduation requirement. The process is designed for students who, through no fault of their own, have not been able to take advantage of the normal opportunities to write the Ontario Secondary School Literacy Test (OSSLT) and/or students who have not been able to enroll in or complete the Ontario Secondary School Literacy Course (OSSLC) because of unforeseen circumstances. Students who are otherwise eligible to graduate in June of a given school year are eligible for adjudication to obtain their graduation literacy requirement if they meet one or more of the following criteria:

The student was never able to write the test because of illness, injury, or other extenuating circumstances.

The student was eligible to enroll in the OSSLC, but the student's school did not offer the OSSLC or make arrangements for the student to take the OSSLC in another school.

The student was enrolled in the OSSLC but, as a result of illness, injury, or other extenuating circumstances, was not able to complete the OSSLC.

The student was receiving special education programs and/or services and had an IEP documenting required accommodations when taking the OSSLT. (The accommodations must be in accordance with those outlined in Appendix 3, Section 1, under the subheading "Permitted Accommodations".) In that school year or in the previous school year, the student was present to take the test, but, because of unforeseen circumstances, the required accommodations, or a reasonable alternative to them, were not available to the student on the day the OSSLT was administered during the whole test or part of the test.

### **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 businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Each school board is responsible for developing a list of community involvement activities that the board considers acceptable. 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.

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 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)

The ministry is also updating the Community Involvement Graduation Requirement policy (PPM 124). Community involvement is an important educational opportunity that allows students to develop skills and gain experiences to become successful and contributing members of society now and in the future. Updates to PPM 124 bolster the government’s efforts to continue encouraging students to develop awareness and understanding of civic responsibility, the role they can play and the contributions they can make in supporting and strengthening their communities. The PPM reflects and aligns content with current approved policies, legislation, and sector practices that occurred following the previous publication of this PPM.

Specific updates include:

- Providing guidance to school boards regarding the needs of students with disabilities and/or special education needs; and
- Allowing students in Grade 8 to accumulate community involvement hours in the summer before they enter Grade 9 (as outlined in Ontario Schools);
- Consolidating the English- and French-language versions of the PPM (formerly PPM 124A for English-language schools and PPM 124B for French-language schools);
- Outlining that the principal of the receiving school is to determine the number of remaining hours, of the 40 hours required to graduate, for secondary students who are transferring from home schooling, a non-inspected private school, or a school outside of Ontario (as outlined in Ontario Schools);
- Reducing administrative burden by allowing school boards to create their own process for approving, collecting, recording, and validating community involvement hours; and
  - Requiring boards to record accumulated hours in students’ final report cards annually (as outlined in Growing Success).

Effective date: September 2023

## 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 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 , plagiarizing, not completing work, and submitting work late.

### **Cheating and Plagiarism:**

TFS work with its students to ensure that they fully understand that plagiarism and cheating is unacceptable behavior. Before every evaluation is assigned, teachers remind students, both verbally and in writing, that all student products must be original work. If a student submits plagiarised work, or cheats, it is dealt with on a case-by case basis.

If it was done accidentally or purposefully; it is a first-time offence; the grade level and maturity of the student; the reason for plagiarizing /cheating, etc. Each case is different, but a student may be allowed a second chance or may receive a zero.

#### **To the Student**

Plagiarism means submitting work to the teacher that is not your own. Cheating and plagiarism will not be condoned. When you take ideas and words that are someone else's and pass them off as yours, you are plagiarising. Plagiarism can involve some of these:

- Using work done by another student or Copying someone else's work or homework
- Cutting and pasting material from the Internet and submitting it as yours
- Copying information from a book, magazine, website, movie, etc. and not naming the source

#### **To the Teacher**

Help students avoid plagiarizing by:



- Providing students with examples of what constitutes plagiarism
- Emphasizing the importance of using process skills to arrive at a product
- Teaching research skills so they can avoid plagiarising: note taking, paraphrasing, summarizing
- Teaching students how to make an outline for a report or research essay
- Assessing the process steps: notes, outline, drafts, summary, work cited, etc.
- Informing students of the consequences of plagiarism

### **Student Achievement-Grades 9 To 12**

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 per cent-**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 per cent-**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, 1999* (currently under revision).

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, 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 two times each semester (mid-term and final).

### **Attendance**

Regular attendance is crucial to success at TFS. 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). 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.

### **Attendance Policy & Procedure - Late and Missed Assignment Policy**

Regular attendance and punctuality contribute to student success and achievement. Attendance and punctuality are related to developing character traits such as respect, initiative, responsibility and integrity, and are linked to learning skills such as work habits and initiative. Students demonstrate commitment, respect, initiative and responsibility when they are in class and on time, all the time. The less class time students miss, the more likely they will succeed academically. Students are expected to be on time for every class. Punctuality shows respect and consideration for others. Being late for class inconveniences and disrupts your classmates and teachers.

If students choose to attend irregularly, they may not achieve a credit. We recommend that parents not withdraw their son or daughter from school except in unavoidable circumstances. Students are required to make prior arrangements with their teachers, to complete tests and assignments. Students are responsible for all missed work.

All homework and assignments should be completed by the assigned deadlines. In the case of difficulties meeting a deadline, students are expected to contact the teacher as soon as possible to discuss the matter. Good attendance is essential for success in school and work. Prospective employers will be interested in a student's good school attendance record. Regular attendance affects positively on your progress and the progress of the class as well.

Students are expected to be in their classes on time. If you arrive anytime after start of the class, you will be marked late. If you arrive 30 minutes after the class has started, the class will be marked as "skips"/unauthorized absences. A phone call will be made to the parent/guardian or a detention will be assigned by the office.

Appointments with doctors should be made outside of school hours, where possible. If a student needs to be excused during the day, a note or appointment card must be brought into the office. All students regardless of age are expected to follow the policy. Students who are 18 years of age or older are expected to follow the attendance procedures as outlined.

The school will contact the homes of students with unexplained absences on a daily basis. If any test or assignment is missed because of an invalid absence, the student may forfeit the right to make it up. Students, parents, and staff have a role to play in ensuring that students attend classes regularly and punctually.

#### **Students are responsible for:**

- attending all scheduled classes on time
- being prepared for classes (e.g. resources, completed work) and participating fully in the planned learning activities;
- reporting absences (when possible in advance) and presenting proper documentation to staff;
- covering the material missed because of absences.

#### **Parents are responsible for:**

- ensuring that their child arrives at school on time and is ready for classes;
- making every effort to ensure that their child is present for classes - including arranging appointments outside of the school day, whenever possible;
- actively monitoring their child's progress – including their attendance, achievement; and
- communicating with the school and provide a note when their child will be late or absent, preferably via telephone at the beginning of that day.

Notes for all students must provide the following information:

- Current date
- Date(s) absent
- Reason for absence
- Current Daytime Phone number
- Parent/Guardian signature or signature of student who is 18 years or older

If a student is absent due to a prolonged illness, a medical note is required.

**Attendance Support Staff are responsible for:**

- receiving and processing attendance-related reports;
- monitoring students' late and absences;
- contact parents/guardians in relation to absences, late and signing-out;
- following up with invalid absences.

**Teachers are responsible for:**

- reviewing attendance and punctuality policy with students;
- recording, monitoring and reporting students' attendance to the office;
- keeping accurate attendance records;
- following up where there are attendance issues (e.g. parental contact, detentions, office referral, etc.);
- implementing strategies to assist students in improving their attendance, e.g., counseling students, communicating with students and parents, making referrals to administrators for further actions – attendance counseling, etc.;
- implementing consequences to assist students in improving their attendance.

**Consequences**

If the student continues to be truant, a series of escalated consequences will be assigned which may include:

- written reflections
- meeting with parents
- detention and/or suspension
- removal from course.

**Virtual Classroom Rules**

- Be on Time.
- Use a laptop or a computer to attend the class.
- Mute microphone when you are not speaking.
- Your device **MUST** have a Camera. Turn on the camera for attendance purposes.
- Organize your class materials in a digital folder.
- Do not leave the class without informing your teacher.
- Use the raise hand feature.
- Avoid distracting backgrounds or actions.

**External Credits**

In the event that course(s) are not available at TFS High School, we will assist our students in obtaining credit(s) through other schools, 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:

- Course and academic counseling
- University and college information
- Applications to universities and colleges
- Welcome to New Students
- Counseling for Personal Problems
  
- Home Stay Opportunities

### 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.
- Be aware of the rules and follow them.
- Complete assigned work.
- Act in a safe manner.
- Accept responsibility for your 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.

- Address inappropriate behaviors.
- Maintain a consistent approach and expectations, acknowledging positive behaviours and addressing negative behaviours.
- Teach the 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 the student.
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## **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 the 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
  - c) be contrary to the school Code of Conduct

**Incidents for which the principal will consider recommending to the School'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
- causes 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 Non-Compliance: 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
- a serious violation of the school Code of Conduct

**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
AVI1O	Art	Visual Arts
ENL1W	English	English
CGC1D	Canadian and World Studies	Issues in Canadian Geography
MTH1W	Mathematics	Mathematics
SNC1W	Science	Science

**Grade Ten Courses**

Code	Department	Course Name
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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

<b>Grade Eleven Courses</b>
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Code	Department	Course Name
ENG3U	English	English
MCR3U	Mathematics	Functions
SPH3U	Science	Physics
ICS3U	Computer Studies	Introduction to Computer Science
SBI3U	Science	Biology
SCH3U	Science	Chemistry
AVI3M	Arts	Visual Arts

<b>Grade Twelve Courses</b>
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Code	Department	Course Name
ENG4U	English	English
MCV4U	Mathematics	Calculus and Vectors
MHF4U	Mathematics	Advanced Functions
SCH4U	Science	Chemistry
SPH4U	Science	Physics
SBI4U	Science	Biology
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 levels when there are enough students to create a class.

\*All course outlines are available at the office and the TFS website. [www.tfshighschool.com](http://www.tfshighschool.com)

### THE COURSE CODING SYSTEM

Courses are identified by three letters followed by a number and a letter. For example, “ENG2D” means English for Grade 10 students, an academic 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:

- W De-streamed
- D Academic
- L Locally Developed Compulsory Credit
- O Open
- P Applied
- C College
- E Workplace



M University/College  
 U University  
 T 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

#### Visual Arts, Grade 9 (AVI10)

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

#### English, Grade 9 (ENL1W)

**Course description:** 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

#### Mathematics, Grade 9 De-streamed (**MTH1W**)

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

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

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

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

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

## GRADE 10

#### Canadian History Since WWI, Grade 10 Academic (**CHC2D**)

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

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**Prerequisite:** None

Civics, 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

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

To prepare students for the future, it is necessary to empower them to take an active role in finding their path in the world of work and the community. With the rapid pace of technological, social, and cultural change in today's global economy and with new understandings of what a [career](#) looks like in this context, it is more important than ever that students be supported in their transition from secondary school to their initial postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace. Thoughtful and intentional education and career/life planning that involves both [parents](#) and educators is essential in ensuring that students make well-informed decisions as they look ahead. It is also important that students learn about the fundamentals of financial management, so that they can be informed about and responsible for the implications of their decisions, and better managers of their own lives.

The Career Studies course will enable students to consolidate and share what they have learned in the four areas of learning of the education and career/life planning framework – Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, and Achieving Goals and Making Transitions – at a key time in their education. While exploring the career opportunities that are available to them, their own interests, values, and goals, and their particular pathway options, students will also learn about the skills, strategies, and resources that can help them adapt to change and challenges and become lifelong learners.

The expectations for this course are organized into three distinct but related strands. Strand A, which focuses on developing the skills and habits students need for success in planning and in meeting their goals, must not be seen as independent of the other strands: Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations in strands B and C, and students' achievement of the expectations in strand A must be assessed and evaluated throughout the course.

**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

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

## GRADE 11

Visual Arts, Grade 11 University/College Preparation (**AVI3M**)

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

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

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 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

## 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**)

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 (OLC40)**

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 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.

**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 evaluating 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 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