

TORONTO PREP SCHOOL
Student Handbook
and
School Course Calendar
2011/2012



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Our Vision

We see a quality driven university preparatory school dedicated to providing a rigorous academic curriculum intended to prepare students for success at the post-secondary school level and beyond. **We see** a school that ensures students achieve the academic and personal growth that enables them to become independent, life-long learners poised for success. **We see** a school that fosters collaboration, and mentorship among students, faculty and parents. **We see** learning as best occurring when it is placed in the context of a healthy, caring relationship involving all the stakeholders in the teaching-learning process. **We see** ourselves as encouraging and supporting the pursuit of excellence.

Our Mission

The Toronto Prep School is completely dedicated to providing a superior academic program for the children of parents who value the importance of knowledge, technology, individuality, responsibility, and integrity in a safe, nurturing, and highly motivated environment. Our mission is to prepare our students by equipping them with the academic tools and life skills needed to enter and succeed not only at the post-secondary school level, but ultimately, in their chosen career path. Given the pace of technological change and the growth of information technologies in all aspects of our lives, it is crucial that students gain mastery over these tools. We are committed to developing students who are confident and responsible and exhibit the values necessary to become effective communicators, informed and productive thinkers, self-directed learners, collaborative workers, and skilled information processors and problem solvers. It is a mission and duty we take most seriously and which we commit ourselves fully.

To Fulfill Our Mission

As educators we will develop the facility for learning and foster the motivation for students to continue to learn after their formal school years. We are dedicated to empowering each student to develop attitudes, skills, knowledge and the responsibility essential to successful achievement in school and society. We will challenge each student to maximize his or her effort and in doing so realize their potential. The development of a sound work ethic and effective organizational and study skills will be stressed. It is our duty to ensure that students are able to communicate clearly and effectively and to master the ever changing technologies for communication.

To this end we value and stress the following skills:

- read for meaning and write for purpose;
- locate and evaluate information;
- manipulate numbers and interpret data; and
- value a healthy and well-balanced lifestyle which includes physical activity, an appreciation for the arts and culture and a recognition for the importance of family, friendship and community.

Fundamental to Our Mission

At the Toronto Prep School, we have the active involvement of a passionate, caring and experienced staff, proven teamwork and shared leadership, the effective management of resources, a safe and orderly learning environment and the opportunity to properly prepare each student for success. We pride ourselves in our dedication to our students, acknowledge that parents, students and teachers are seen as valued partners in layering the foundation for life-long learning. It will take all of us working toward a common goal to achieve success. At the Toronto Prep School we truly believe, “that it takes a village to raise a child.” It is with this philosophy in mind that we welcome the input of parents. Dedicated teachers, who respect, encourage, inspire, and challenge students to maximize their effort, concerned, involved parents and motivated students are all fundamental to the learning and growth process.

Students at the Toronto Prep School will have many opportunities to form relationships with their teachers, which can lead them to greater academic success. Extra-help opportunities are intended to help students with any specific academic difficulty they may experience, which can allow the issue to be resolved quickly and correctly.

Small classes enable the teacher to have a better sense of who your child is, and as such identify strengths and weaknesses more readily. Each student will also have the opportunity to speak up and participate in class discussions and receive immediate clarification. A low student to faculty ratio is at the core of any independent school. This enables teachers to explore sidebars and cement fundamentals in place as well as provide greater personal attention in preparing each student for the challenges ahead.

Above all, we are accountable to both our students and our parents.

Our Core Values

We subscribe to and practice our Core Values:

At the Toronto Prep School, we recognize the importance of a well-balanced education. It is expected that our students not only learn about academic subjects, but also gain knowledge about themselves and how to interact effectively with those around them. We view strong character and core values as integral components to all student and School endeavours. Every member of the Toronto Prep School aspires to and is measured by our core values and principles of behaviour.

Respect is one of the most important values at the Toronto Prep School. All other values flow outwards from this core value. Respect is the acknowledgement of importance and contains both behavioural and responsive components. Helping students develop the art of respect is a school-wide goal and is modeled by all adults at the school. This code serves as the operational glue that holds our school together. All members are expected to demonstrate the following elements of respect:

- Self-Respect** - by their manner and in their school dress; students are to conduct themselves with a sense of dignity at all times.
- Respect For Peers** - by showing support and encouragement; by refraining from insulting, deriding, bullying, or humiliating others; and by refraining from physically, emotionally, or sexually harassing other students; by using proper restraint over emotions and impulses, and by making rational decisions with just motivation, even under stress.
- Respect For Adults** - by listening and following instructions; by using appropriate tone of voice; by honouring a teacher's responsibility to present a lesson to the entire class; by demonstrating awareness of the appropriate time and place to discuss concerns; and by accepting feedback.
- Respect For Differences** - by demonstrating sensitivity to physical, cultural, religious, gender, and sexual orientation differences, and by refraining from the use of stereotypes.
- Respect For Property** - by respecting the personal property of other students and by treating the school grounds, school contents and school surroundings with care and respect. Our school is a reflection and extension of those in it and we want to be exemplary at all times.

Respect For The School - by arriving on time, prepared, and ready for each class and for all after school activities.

Respect For The Community - by being polite and friendly to others. Through their speech, demeanour, attitude, and body language, students are expected to be welcoming and gracious to all community members.

Cooperation - by working together towards common goals we will be able to achieve more. This means not only interacting fruitfully with peers and faculty, but with all members of the community. It is expected that students seek out new relationships and opportunities for mutual learning.

Effort - by devoting their fullest energy, thought, and attention to the task at hand, students are expected to push their own limits and those of their classmates in and out of the classroom. Effort will be encouraged, expected, celebrated, appreciated and cultivated.

Service - by being an active participant and meaningful contributor to the community; by being of assistance and benefit to others.

Leadership - by asking the best of ourselves and others in directing group members towards a common goal. Providing inspiration, always striving to do the right thing and empowering others to do their best exhibits leadership.

Excellence - by consistently and constantly raising the quality of our actions at work, play and as members of the community.

Responsibility - by acting morally and fulfilling our commitments; by accepting ownership of all our actions and being accountable to each other for our actions or inactions.

Knowledge - by developing the necessary core content skills and understanding, including critical thinking, problem solving, and information processing, to prepare for life-long learning and achievement. It is a commitment to growing in wisdom and understanding.

Tolerance - by accepting or remaining open to the view points and values of others. By acknowledging the dignity and worth of one another, and striving never to diminish another by our conduct or our attitudes we are practicing tolerance.

Balance - by giving proper emphasis to all areas of a person's life. Achieving balance means having equilibrium among all the priorities in our life – this state of balance is different for every person. It is possible to enjoy a healthy social life, participate in athletics and other extracurricular activities and earn good grades. It is a matter of planning, discipline and will.

Integrity - is having a sense of honesty and truthfulness in regard to the motivations for one's actions. Striving for uprightness of character, to have no difference between what we claim to be and how we act. Being truthful in all dealings with other members of the community, whether the matter is academic, social, or extracurricular we should display integrity. It is expected that students never claim ownership of something that is not theirs, be it a personal material possession or intellectual property. Finally, it is having the courage of our convictions.

Our goal is to create a school where academic excellence, a positive attitude, 100% effort and honourable character and service to the community are the defining characteristics of our alumni.

Hours of Operation

The doors of the Toronto Prep School are open Monday to Thursday from 7:30 a.m. to 7:30 p.m., Friday 7:30 a.m. to 4:30 p.m., and specified Saturdays from 10:00 a.m. to 3:00 p.m.

The school is in session Monday to Thursday from 10:00 a.m. to 4:10 p.m. and Fridays from 10:00 a.m. to 2:58 p.m.

Students arriving before 10:00 a.m. are encouraged to seek extra help from faculty. Extra help is offered from 9:00 a.m. to 9:55 a.m. and by appointment after 4:10 p.m.

The After School Study Club is from 4:15 to 6:00 p.m., Monday to Thursday. Students may be placed in the program by a faculty member, parent or voluntarily attend.

The Saturday Club Program is from 10:00 a.m. to 3:00 p.m. every Saturday except long weekends and holidays. Students may be placed in the program by a faculty member, parent or voluntarily attend.

Academic Schedule

To acknowledge the fact that students have different learning patterns in their teenage years, we have adopted a timetable schedule which reflects and accommodates these differences:

Monday - Thursday

Period 1:	10:00 - 11:21
Period 2:	11:24 - 12:45
Lunch	12:45 - 01:25
Period 3:	01:25 - 02:46
Period 4:	02:49 - 04:10

Every Friday school ends at 2:58 P.M. to accommodate family, cultural and religious obligations.

Friday

Period 1:	10:00 - 11:03
Period 2:	11:06 - 12:09
Lunch	12:09 - 12:49
Period 3:	12:49 - 01:52
Period 4:	01:55 - 02:58

Extra Help:

Teachers will be available between 9:00 A.M. and 9:55 A.M. and after school by appointment for extra help. To enhance the learning development of our students we provide both After School and Saturday Study Club programs. A supervised After School Study Club is available between 4:15 and 6:00 p.m., Monday through Thursday and a supervised Saturday Study Club between 10:00 a.m. and 3:00 p.m. every week except for long weekends and holidays.

Students may attend these programs on a voluntary basis or be placed in the programs by a parent and/or teacher.

School Closings

Emergency Closing

In the event of inclement weather, school delays and closings will be posted online at:

www.torontoprepschool.com and on www.tpshome.wikispaces.com

School closing information will also be announced on the following radio stations:

AM Stations	1010 CFRB	1050 CHUM	
FM Stations	104 CHUM	Q107	98.1 CHFI

Early Closing

The school closes early every first day of each new semester.

The early closing schedule is as follows:

Period 1:	10:00 - 10:30
Period 2:	10:35 - 11:05
Period 3:	11:10 - 11:40
Period 4:	11:45 - 12:15

Attendance Policy

Since the classroom is the primary area where most learners experience the acquisition of knowledge, it becomes apparent that attendance in class is a valid and reasonable requirement. The Toronto Prep School insists that regular attendance is imperative for academic success. Moreover, the Ministry of Education's credit requirement depends upon a student completing 110 hours of successful in-class instruction. Students who fail to meet their responsibilities may not earn the course credit.

The following attendance procedures have been developed to minimize absences in order to gain the maximum benefit from daily classroom activities.

If a student is absent from school, a parent must call the Attendance Office (416.545.1020) to inform the school of their child's absence. Without this notification, the school will contact parents by phone to inform them of the student's absence.

Excused Absences

The following conditions may excuse a student from school attendance:

- Personal illness or injury (a medical verification note may be required by the school principal)
- Family illness – an emergency situation requiring the student to be absent from school
- Quarantine of the home by local health officials
- Death of a relative (limited to three days unless reasonable cause can be shown for a longer absence)
- Observance of a religious holiday consistent with student's established creed or belief

The Toronto Prep School requires that students returning to school after all absences bring a written note from their parent or guardian stating:

1. The dates of absences;
2. The reason for the absences; and
3. The parent or guardian signature.

The parent or medical verification note should be taken to the Attendance Office the day the student returns to school. Absences documented with medical verification notes for each date absent will be excused and will not count toward the Five-Day Rule.

Students who miss tests or examinations due to illness will be required to provide a doctor's note.

Our Holiday Schedule is quite generous. Parents are advised to plan family trips within these periods so that a student's academic responsibilities are not compromised.

Signing Out

Students who need to leave school before the end of the school day must present a note from a parent or guardian to the Attendance Office or call a parent and or guardian from the Attendance Office so that verbal permission may be granted. Medical appointments should not be made during the school hours.

Unexcused Absences

Students who leave school without proper permission are considered to have “skipped” class, and appropriate disciplinary measures will be taken.

Students “skip” or who fail to bring a written excuse upon their return from an absence may be subject to the following consequences:

- On the first offence a student will be issued a detention
- On the second offence a student will be requested to attend Saturday Club
- On a third offence a student will be issued an In-School Suspension
- On the fourth offence a student will be issued an Out of School Suspension
- On the fifth offense a parent conference will take place to discuss the student’s future in the school

If, during a semester, the student accumulates 5 or more unexcused absences (Five-Day Rule), the school may proceed with a recommendation to suspend and/or expel the student from school for non-attendance. If this occurs there will be no refund of fees.

Lates and Late Policy

Classes begin daily at 10:00AM. Students should arrive at school with enough time to go to their lockers and make the normal preparations required for their classes. After classes begin, students who arrive late are required to report to the Attendance Office immediately upon arrival to obtain a *Late Slip* before attending classes. Chronic inability to arrive on time will be viewed as a violation of the attendance policy and result in the following disciplinary measures:

- On the second, third and fourth unexcused lates in a semester, a detention will be issued.
- On the fifth, sixth and seventh unexcused lates in a semester, a Saturday Club visit will be issued and a parent conference may be requested.
- On the eighth and subsequent unexcused lates in a semester, an In-School Suspension may be assigned, and a parent conference may be requested.

Every 2 lates constitute an unexcused absence and will be counted towards the Five-Day Rule.

Five-Day Rule

At the upper school level, this policy designates five class periods as the maximum number of absences to be permitted in any one semester. If this number is exceeded, the student may receive a grade of “F” in that class for that semester or be subject to other consequences as outlined in the Code of Conduct.

Exceptions to the Five-Day Rule (these absences do not count against the total):

- Absence verified by medical documentation for each date absent
- Observance of a religious holiday consistent with the student’s belief
- Death in the immediate family
- School-related absence – participation in a sporting event or field trip
- Emergency circumstances, with the Principal’s approval
- Suspension
- University/College visit

Missed Test Policy

If a student misses a test due to illness or family emergency, they will be permitted to write the test during the first scheduled class period upon their return to school for that class. Students must produce a signed note in order to explain their absence from the test.

Leaving School Grounds

Students in grades seven and eight may NOT leave the school grounds during school hours unless accompanied by a Toronto Prep School staff member.

When students are off school grounds, before and after school, or on a school trip or function, it is important that they represent themselves and the school in an honourable and appropriate manner.

Complaints about Toronto Prep School students will be followed up in earnest by the administration.

Code of Conduct

The goal of the Code of Conduct is assist the student body in the achievement and maintenance of a safe and positive learning environment. At the core is respect as outlined in our values section. For the most part, the rules governing conduct at Toronto Prep, are determined by the usual and necessary standards dictated by common sense and civility. Violence, verbal abuse, bullying, opposition to legitimate authority, truancy, destruction of school property, improper or profane language, and chronic neglect of duty will not be tolerated at Toronto Prep.

We must all – students, teachers, administrators, support staff and community members – show pride by doing our share to make the school a better place in which to learn and work. One of the main goals of the Toronto Prep staff is to develop self-discipline in all students.

The following rules apply while on school premises, or any other school related facility during school activities at or away from school, or off the school grounds if the situation is initiated at school. Students shall be given due process before any disciplinary action is taken.

A violation of any rule may result in discipline including, but not limited to:

- Detention
- Saturday Club
- In-School Suspension
- Out-of-School Suspension
- Probation
- Expulsion
- Compensatory payment of damages
- Loss of credit for assigned work or tests
- Assigned work related to the offense
- Loss of other privileges

The Administration will impose disciplinary action based upon the specific facts of each case. In the event that disciplinary action is necessary, the school will inform parents of the offence and the subsequent decision of the Administration, with a view to remedying the problem. In the interest of

fairness and a genuine concern for students and staff, the Administration reserves the right to suspend or expel a student depending on the severity of the situation. It is important for families to understand that any disciplinary measure is designed to ensure an orderly, productive and safe environment for all students and staff.

The Principal is the final recourse in disciplinary situations and reserves the right to interpret and apply any and all disciplinary rules at his discretion.

- 1 **Attendance:** No student shall fail to comply with the attendance policy set out by Toronto Prep School including, but not limited to, truancy or tardiness. No student shall leave school property or an assigned educational location once he or she has come under the supervision of a school employee, prior to specified dismissal times, without official permission. (See Attendance Policy)
- 2 **Disruption of School:** Students shall not, by the use of violence, force, coercion, threat or any other means, cause disruption or obstruction to the normal operation of this school or any other related facility.
- 3 **Bullying:** The school takes all forms of bullying seriously and will take immediate action. Bullying is any intentional written, verbal or physical act that a student has exhibited toward another particular student more than once and the behaviour causes either mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student. Bullying may be direct or indirect. Direct forms include physical violence and threats; verbal assaults and taunts; the destruction of property; extortion; and unwanted sexual interest or contact. Examples of indirect forms of bullying include ignoring and /or excluding the withdrawal of friendship; malicious gossip and spreading rumours; and abusive or oppressive graffiti. Students shall not bully other students, school employees, persons that are guests of the school or persons conducting business for the school. This category also applies to remarks or actions of a sexual, racial, body image, ethnic or religious nature that are deemed offensive.
- 4 **Threats:** Students shall not, through verbal, written, technological or any other means, make statements that state that physical or emotional harm may come to another person or to an institution.
- 5 **Use of Obscene Language/Materials:** Students shall not use obscene, vulgar or profane language, make inappropriate gestures or possess vulgar materials.

- 6 **Forgery:** Students shall not misrepresent a signature on any document.
- 7 **Damage of Property:** Students shall not cause or attempt to cause damage of school property and related facilities, or personal property. Students shall not touch or handle another person's property without their authorization. Students must pay for any damages they cause to school equipment, materials or facilities and may be subject to additional disciplinary action.
- 8 **Assault:** Students shall not act or threaten to act in such a way as to cause physical injury to other students, any school employee or other persons. Specific violations include but are not limited to:
- Fighting/Violence
 - Serious Bodily Injury
 - Threats of fighting, violence, or serious bodily injury (see #4 – Threats)
- 9 **Failure to Obey Instructions/ Insubordination/ Disrespect:** No student shall fail to comply with any lawful instructions or requests of teachers, principals or other authorized school personnel during any period of time when he or she is properly under the authority of such school personnel.
- 10 **Dangerous Weapons and Instruments:** Students shall not possess, handle, transmit or conceal any dangerous weapon or instrument on school property, in a school vehicle or at any school-sponsored activity. Toronto Prep School policy requires the expulsion of students in violation of said policy. Firearms (including starter pistols), objects that are indistinguishable from and/or represented as firearms, explosives, incendiary devices and knives (any object with a blade and a handle) are considered dangerous weapons. Other instruments/devices may also be defined as dangerous weapons depending on their use or intended use. Should a student have knowledge of a weapon or dangerous instrument on school property, in a school vehicle or at a school sponsored activity and not report it to a school employee, the student may be held to the same disciplinary measures as that of the perpetrator.
- 11 **Narcotics and Drugs:** The possession, use, sale, or distribution of any narcotic or being in the company of students using narcotics during school hours at or near the school or at any school function is strictly prohibited and will result in immediate expulsion. Prescription drugs may only be administered as prescribed and cannot be transferable. If there is strong suspicion that a student is under the influence of narcotics, the said student will be removed from the school and a meeting with the student and his/her parents will be conducted to determine if the student will continue at the school.
- 12 **Alcohol:** It is both illegal and unhealthy for teenagers to consume alcohol. Even nineteen year-olds may not consume alcohol during any part of the school day or at any school function. Any violation of the school's alcohol policy will be deemed a serious infraction of the Code of Conduct and will be dealt with most severely.
- 13 **Tobacco:** Students may not smoke during any part of the school day on school property, associated facilities or adjacent property. Students must refrain from smoking within a 100 metre radius from the school building.
- 14 **Theft:** Students shall respect the personal ownership rights of others. Students shall not take ownership of items of others. The Principal may exercise the prerogative of reporting thefts to local authorities in addition to any school imposed disciplinary action.
- 15 **Academic Dishonesty:** Students shall not give or receive unauthorized information regarding class work or class activities, misrepresent the results of researched or laboratory assignments, or give or receive unauthorized assistance on assignments. Use of electronic translators without permission is a violation of this rule. Repeated violations may result in failure of academic subjects. (See Academic Dishonesty Section)
- 16 **Inappropriate Display of Affection:** In order to maintain a respectful atmosphere at school, students are to refrain from overt public displays of affection while on school grounds and at school events. This includes sitting on laps, groping, and prolonged kissing. Students may receive clarification from a faculty member as to what constitutes appropriate displays.
- 17 **Unauthorized or Unsupervised Areas:** Students may not be in areas for which they have not been authorized or areas that are unsupervised.

- 18 **Hazing (Initiations):** Initiations of any sort are prohibited. Initiations and/or hazing are those activities into which students are coerced in order to become part of a group or activity or to avoid harm.
- 19 **Computers:** Computers/technology is provided for student use, for teacher-assigned work in courses or programs. (See Computer Usage Policy)
- 20 **General Misconduct:** Students shall refrain from throwing objects, or being abusive or excessively disruptive in their behavior. Respect the rights and feeling of others.
- 21 **Gross Misconduct:** Repeated violations of Code of Conduct.
- 22 **Dress Code:** The Dress Code is covered in a separate section.
- 23 **Other Violations:** Other conduct unbecoming to Toronto Prep School students not covered in the above rules

Dress Code

The Toronto Prep School is committed to providing a safe, friendly learning environment for its students. Attire is not only a reflection of the individual student, but also of the general learning environment. Therefore, students have the responsibility to wear clothing that projects a positive attitude of pride in self, school and the community. Students are required to wear appropriate, comfortable and safe clothing that is neat, clean and in good taste. No article of clothing shall be worn that distracts from the educational process. Toronto Prep School views the Dress Code as a serious issue and expects parents to promote the observance of this policy. **School administrators have the final decision as to the appropriateness of all clothing and attire.** Following are guidelines for students:

- 1 Apparel or accessories depicting logos, disruptive writings, vulgar, illegal (including alcohol, drugs, tobacco) and/or sexually oriented statements or suggestions on clothing are not permitted. Any dress or statement that may cause a hostile, intimidating, degrading, offensive, harassing or discriminatory environment is prohibited.
- 2 Apparel or accessories associated with safety (for example chains and/or spiked or studded accessories are prohibited and will be confiscated until the end of the school year). Accessories that increase a student's risk for accidents are not permitted.
- 3 Head coverings of any kind are not permitted including, but not limited to; hats, caps, scarves, bandannas, masks, kerchiefs, athletic headbands, or hoods. Head coverings shall not be worn, carried, hung on belts or around the neck or kept in the classroom.

- 4 Sunglasses and other non-prescriptive eyewear (unless medically required by a physician's order) will not be permitted to be worn inside the school.
- 5 Walking shorts and skirts will have hems and will be no shorter than six inches (15 centimetres) above the knee.
- 6 Pants worn so low as to expose undergarments are not permitted.
- 7 See-through clothing and/or exposed undergarments, tank tops, and spaghetti straps and clothing that has rips, tears or holes are not permitted.
- 8 Oversized clothing, which compromises the safety of students, is not permitted.
- 9 Shirts and tops will be no lower than one inch below the collarbone, must have sleeves and must be long enough to be tucked in.
- 10 Appropriate and safe shoes or sandals will be worn at all times.
- 11 Coats are to be worn to and from school only and must be placed in student lockers. Students should be prepared for variations in temperature by having a sweatshirt and/or sweater available.

Some school programs, such as industrial arts, laboratory activities, physical education and interscholastic athletics may require special hair care, clothing, footwear or restrictions on jewelry to ensure the health and safety of all students.

Failure to comply with the Dress Code guidelines is considered to be an insubordinate act and will be treated as such. Following are the procedures for violations of the school Dress Code:

1. **First Offense:** The student will be sent to the Main Office. Student will change clothes or will be sent home to change his/her clothes. Inappropriate accessories will be confiscated. If the student is sent home, this absence will be treated as an unexcused absence. Any class work missed during an unexcused absence will be made up.
2. **Second Offense:** Same as 1st offense. In addition, the student may be assigned to detention. Parents will be contacted.
3. **Third Offense:** Same as 1st and 2nd offense. In addition, the student may be assigned to Saturday Club.
4. **Further Offenses:** The student may be suspended from school.

School Discipline

Any breach of the Code of Conduct will result in disciplinary action brought by the school against the offending party. Students shall be given due process before any disciplinary action is taken, and parents will be immediately informed of any breach resulting in anything beyond a detention.

A violation of any rule may result in discipline including, but not limited to:

- Detention
- Saturday Club
- In-School Suspension
- Out-of-School Suspension
- Probation
- Expulsion
- Compensatory payment of damages
- Loss of credit for assigned work or tests
- Assigned work related to the offense
- Loss of other privileges

DETENTION:

Minor violations of the Code of Conduct will result in a detention, which include but are not limited to incomplete homework and tardiness. The intent is to correct unacceptable behaviour with an immediate reminder.

SATURDAY CLUB:

Students who repeatedly do not complete their homework or are behind on assignments or are persistently tardy will be placed in Saturday Club and have to come in for a specified time period.

IN-SCHOOL SUSPENSION (ISS):

The goal of an In-School Suspension is to discipline problem students without interrupting their education. It will provide a setting where students, parents, and educators will commit themselves to dealing with problems in a structured environment. This setting will also provide an academic environment removed from normal school routine and activities. An In-School Suspension is the temporary isolation of a student from class while under proper educational supervision. It is also another step utilized in an effort to

correct a student's behavior. Students will be isolated from their normal classroom atmosphere, prohibited from extra-curricular activities but will be expected to accomplish prescribed assignments and adhere to the strict observance of rules of conduct.

OUT-OF-SCHOOL SUSPENSION (OSS):

Out-Of-School Suspension will be utilized for the more serious behavioural infractions. The student will not be allowed to enter school property during out-of-school suspension or expulsion and may be required to be accompanied by a parent upon re-entering school. Students will not be allowed to participate in any extra-curricular activities during school or on weekends while under suspension.

Since the decision for an Out-of-School Suspension removes a student's privilege to attend school, it is a decision that is made only as the end result of a process of attempted remediation that has failed to bring about the desired changes in behaviour or the a single action was deemed so unacceptable as to warrant such a severe punishment. In such cases, it must be remembered that the student will return to school after the suspension, hopefully ready to change unacceptable behaviour patterns.

Suspensions will be preceded by a logical sequence of events and consequences that will include a discussion(s) with the student, parental contact by phone and by hard copy notification if it is an Out-of-School Suspension. Teachers will document each step in the process in order that a subsequent suspension(s) may be justified. When a student is suspended from school, h/she will be directed to take books home and continue the assigned work in all courses. If a test and/or assignment has been scheduled for the period during which a suspension has been imposed, the student is to be marked absent and graded zero (O). Upon return to class, if there is discernible evidence of changed behaviour and a sincere desire to make up for the lost grade, the teacher may provide an opportunity for a make-up; teachers may also decide to calculate a "substitute grade" by averaging the other tests and/or assignments completed. Discretion in these matters lies with the teacher in consultation with the Principal.

If a student receives a suspension (ISS or OSS), they immediately become ineligible for all activities from the point of their verbal notification (by a school administrator), until the point of re-entry into school. This includes all practices/games and activities sponsored by the Toronto Prep School. They become eligible upon completion of their suspension.

PROBATION:

Persistent truancy, persistent opposition to authority, or habitual neglect of academic responsibilities may have the student placed on probation. Probation is intended to serve as a formal and serious warning to the student and his/her parents. During the probationary period, the student must be all the more intent upon improving conduct and avoiding further incidents of academic indifference and/or unacceptable behaviour. All decisions regarding probation are at the discretion of the Principal. At the Principal's discretion, probationary status may include one or more sanctions.

EXPULSION:

If all other attempts to modify student behavior are unsuccessful, or a serious violation of the Code of Conduct is committed, the student may be recommended for expulsion from school. If a student is expelled, the length of the expulsion will extend for the duration of the school year. Schoolwork missed as a result of expulsion may not be made up.

The following offenses are grounds for expulsion:

- Conduct detrimental to the integrity of the School.
- Conduct detrimental to the well-being, health, or safety of others (e.g. bomb threats, false fire alarms, tampering with fire equipment, possession of any kind of weapon or explosive or their look-alikes, physical or verbal abuse of another).
- Misconduct by a student who has been previously placed on probation or suspended.
- Theft or vandalism of school property or the personal property of others.
- Possession or use of alcoholic beverages, narcotics or counterfeit narcotics at school or at school-related events. Persistent defiance, disrespect or insubordination.
- Persistent truancy.
- Habitual neglect of academic responsibilities.

If a student is expelled there will be no refund of fees.

Academic Integrity Policy

At Toronto Prep School we are committed to academic integrity and excellence among both teachers and students. In an effort to maintain these standards, a policy of academic integrity has been developed to include plagiarism, cheating, or otherwise obtaining grades under false pretenses.

The Assessment and Evaluation policies of the Ontario Secondary School Curriculum make it clear that evaluation is only to reflect the extent to which a student has achieved the curriculum expectations of a given course and that learning skills and attitudes are to be reported separately using a Needs Improvement to Excellent scale. The issues of plagiarism and cheating, however, while not explicit curriculum expectations for any course, need to be addressed. When a student is caught cheating or plagiarizing, it is impossible to determine the extent to which he or she has achieved the curriculum expectations being evaluated in a given assignment or test. In such cases, the teacher is given no choice but to assign a mark of "0".

Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion. It includes the following infractions:

- Use of ideas or thoughts of a person other than the writer without proper acknowledgement.
- Submission of an essay or assignment that has been written in part or in whole by someone else as one's own.
- Use of direct quotations, or of material paraphrased/summarized by the writer, without proper acknowledgement.
- Submission of material that has been obtained from a computerized source, with or without minor modifications, as one's own.
- Use of any information that is obtained from the Internet and/or other software programs and that is incorporated into a student's assignment without proper documentation.

When an issue of suspected plagiarism arises, it is the responsibility of the student to demonstrate that the work is their own. Students should be prepared to defend their work orally as well as, be able to answer questions concerning content, ideas, resources, and provide rough notes and drafts.

For the first offence of plagiarism, the teacher will give the student a grade of zero and the chance to re-write the assignment. Parents will be contacted by the teacher. If the student should have a second offence of plagiarism, he/

she will receive a grade of zero for the assignment and no chance of re-write. Parents will be contacted by School Administration.

If the student is caught plagiarizing for a third time, he/she will receive a grade of zero for the assignment and will receive a school suspension. Parents will be contacted by School Administration.

Cheating is defined as obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; and/or obtaining or providing information concerning all or part of an examination prior to that examination. It includes the following infractions:

- Unauthorized giving/receiving of information or assistance during an examination or a test.
- Preparation of an essay or assignment by someone other than the stated writer.
- Buying and/or selling of essays, assignments, or exam/test questions.
- Submission of the same piece of work in more than one course without the permission of the teacher.
- Allowing one's essay or assignment to be copied by someone else.

Cheating is considered a violation of the school's Code of Conduct. If a student is caught cheating, the teacher will give the student or group of students a grade of zero for the test or assignment and the parents will be contacted by the teacher. If the student is caught cheating for a second time, he/she will receive a grade of zero for the test or assignment and a school suspension. Parents will be contacted by School Administration.

Disciplinary actions may thus include:

- awarding a failing grade on the test or paper in question
- requiring the student to retake the test or resubmit the paper
- removal of the student from the course
- a failing grade in the course

Homework

Homework is an important part of the learning experience at Toronto Prep School. It provides a positive reinforcement of the work done at school, helps students build good work habits, organizational skills, time management skills, self-discipline and responsibility.

Homework preparation and study is the individual responsibility of each student. The development of good study habits is essential to success in both the middle and upper school programs. It is advisable that students develop a schedule with definite time allotment for each subject. Effective use of study periods in school can provide additional time to pursue outside interests.

An important factor in successful homework preparation is a clear understanding of the assignments. Assigned homework will be given daily and it is expected that all students will record these assignments in their MacBook icalendar.

Homework is also posted on the Homework at www.torontoprepschool.com and on the TPS Wikispace at www.tpshome.wikispaces.com

If assignments are not clearly understood, students should ask the teacher to repeat and clarify them before leaving the class. All teachers are available before school for extra help. It is the student's responsibility to see the teacher and make arrangements to make up work missed due to absence as soon as possible after returning to school.

Homework is considered an integral part of the student's program and teachers fully expect assignments to be completed on a daily basis. The purpose of homework is three-fold:

- to consolidate what has been taught in the classroom;
- to provide opportunities to practice and apply learned skills, and;
- to develop independent work habits.

If a student does not meet commitments on a regular basis, the school will notify the parents and a meeting will be scheduled to decide what the best course of action should be. We prefer that parents not become involved with the student's homework unless, for example, they are quizzing them for upcoming tests. It is important that the student exercise his/her own talents in

completing a task. If the student is having difficulty with an assignment, he/she may not have fully understood the concept taught in class. It is very important for the teacher to be aware of this. As difficult as it may be, parents are asked to encourage independent thought and effort in completing all schoolwork.

If homework is not completed a student will be asked to remain in the After School Study Club and complete their work or they may be placed in Saturday Club if an assignment has not been completed or the work has not been completed in the After School Study Club.

We no longer feel that is appropriate to provide a guideline for how long each student will spend on homework by grade. This fluctuates and varies too greatly from student to student (including what is accomplished at school, what needs more reinforcement, rate of work, difficulty for the individual of a given topic, etc.). However, we would like to focus on what homework will consist of at Toronto Prep School.

- Homework consists of out-of-class tasks assigned to students as an extension or elaboration of classroom work. There are different types of homework:
- Completing unfinished work from class
- Preparation for an upcoming lesson (i.e., pre-reading or reading)
- Studying for quizzes or tests, or a regular review of notes
- Assignments and projects
- Drills and practice to help develop or solidify skills (i.e., Math, Accounting, Chemistry drills)
- Definitions and vocabulary exercises

Please note that homework is NOT a time for students to teach themselves information or cover new material that has not been taught in class. If you find this type of activity is sent home, please contact your child's teacher or School Administration.

The Parent's Role

In your child's best interest, and as difficult as it may be when he or she is struggling, we ask that parents not to do the work for their children, and that tutors must be made aware of this homework policy. Remember that in presenting work, the student is stating: "*This is my own work.*"

What Parents Can Do at Home to Support Their Children

Provide a quiet space for your child to do homework and encourage good time management.

Record the amount of time it takes your child to complete each task. This can be helpful when "seeing the larger picture" and planning homework management on the school's end.

Encourage time management and starting work before it is due (not the night before) and provide assistance in breaking work down into manageable "chunks".

Encourage your child to take responsibility for starting and completing homework on his or her own. Show interest and concern, providing help only when needed.

Encourage writing at home. Some ideas include: writing thank you notes, making grocery lists, writing letters to friends or keeping a personal journal.

Get actively involved in discussions about our world and how it works. Encourage your child to ask and answer questions as he or she tries to make sense of the world.

Post a large weekly calendar to help your child plan and use time effectively.

Check your child's homework and ask them questions. Discuss his or her work.

Encourage your child to pack up his or her own bags (including sports bag) each evening. This will help with organizational skills at school. We want to make sure completed work gets into the backpack and makes it back to school! Do they have their laptop with them?

Academic Due Dates

Ever since the implementation of the new Ontario Curriculum in 1999, educators in the province have been struggling with how to balance compliance with the new assessment and evaluation policy with the realities of teaching, inspiring and motivating young people. One of the most contentious issues has been the policy's complete separation of student achievement from learning skills (or work habits) when it comes to assigning and reporting student marks. Technically speaking, and in many interpretations of the policy, it has become impossible to penalize students for the late submission of assignments. Practically speaking, however, this policy, when put into practice with teenaged students, provides little motivation to complete assignments in a timely manner. As educators, it is our responsibility to prepare our students for life at university and ultimately in the working world, both places of which where deadlines are extremely important. In the past months, we have spoken with colleagues at other leading private schools in the area, teachers, parents, and students and have borrowed some ideas that we feel will be beneficial to our students. In consultation with the Upper School teachers, who have been encouraging school-policy reform in this area, we have developed an Academic Due Dates policy that we believe to be educationally sound, consistent with recent developments in other schools and fair to our students.

POLICY

All homework, assignments and projects will have a due date and a "window of opportunity" date.

The due date represents the date in which the homework/assignment/project is due. Students should submit the homework/assignment/project to their subject teacher on the due date. If a student does not submit the task on the due date the subject teacher will contact the parents/guardian to notify them of the outstanding work that day. The subject teacher will not provide support after the due date has passed.

The "window of opportunity" date represents the final date in which the subject teacher will accept the homework/assignment/project. All work submitted on the original due date will also be returned to the students on this day.

For example:

A project's due date is Thursday, November 5th and the "window of opportunity" date is Thursday, November 12th.

If a student hands in the project on Thursday, November 5th they will get the marked project back Thursday, November 12th.

If a student hands in the project on Friday, November 6th their parents would have been contacted on Thursday, November 5th to inform them of the outstanding work. Subject teachers will not provide assistance during tutorials for this assignment after the due date.

If a student hands in the project on Thursday, November 12th their parents would have been contacted on Thursday, November 5th to inform them of the outstanding work. The student will get the marked assignment back the following week.

NOTES

Illness/Doctor's Notes, etc.:

If a student is absent on the due date or "window of opportunity" date, a doctor's note (or parental note in case of a family emergency) must be provided to the subject teacher in order for the student to submit the assignment.

Pre-arranged extensions:

Subject teachers will no longer arrange extensions beyond the "window of opportunity" date for any reason unless a doctor's note is provided.

Parental Communication:

Parents will be contacted if the homework/assignment/project is not submitted on the due date.

E-mail receipt of Assignments:

Since weekend days will be included in the "window of opportunity" date, the submitted time and date will be based on the time that the assignment arrives in the teacher's email in-box.

All assignments, homework, and projects not submitted by the due date will receive a mark of zero (0).

FIRE DRILLS:

The school will periodically, and upon direction from the Fire Department, conduct fire drills. All students and school personnel must evacuate the building in such instances and be prepared for real emergencies.

Each room in the school has been assigned a specific evacuation route and directions that are posted in each classroom and are to be used during a fire drill. In addition to the assigned exit the following procedures are to be followed:

1. On fire signal, wait for teacher dismissal, leaving books and all supplies on desks.
2. Walk at a regular pace to assigned exits; speed is essential, but exciting in an orderly fashion is equally important.
3. If you are first to reach the exits, hold the doors open.
4. Students are to move completely away from the building to the designated areas.
5. Teachers will take attendance outside of the building.
6. Wait for recall before returning to the building.

LOCKDOWN PROCEDURES:

During any critical or dangerous incident occurring in or near the Toronto Prep School the primary concern will be for the safety and well-being of the students and faculty.

When such an incident has been reported or is known to have occurred, isolating and securing the students will be the top priority. Second, or perhaps simultaneously, notification will be made to the proper authorities or support agencies as needed, (Police, Fire, EMS)

PROCEDURES FOR SECURING (“LOCKING DOWN”) STUDENTS:

If an incident has occurred or is occurring on or near the campus that presents potential danger or compromise to the safety and well-being of the students and staff, notification should be made to the main office immediately via intercom or telephone. The teacher or staff member reporting the incident should provide as much information and details of the incident as possible or

practical under the circumstances. The Principal and Administration will be notified immediately thereafter.

Isolation or “Lockdown” procedures for all students and faculty will immediately be implemented.

The Lockdown Procedures are as follows:

There will be two modes of securing students when an incident occurs, External Lockdown and Internal Lockdown.

EXTERNAL LOCKDOWN:

If an incident occurs in the proximity of the school and requires the school to move to a lockdown situation, we will go into an External Lockdown mode. An announcement will be made via the PA system that we are moving into an external lockdown.

“Students and teachers, we are now in an External Lockdown.”

PROCEDURES:

- Any school personnel or students outside of the main building should proceed immediately to the nearest building. We will continue to function as normally as possible within the confines of the school building until the “All Clear” is sounded. If the “All Clear” has NOT sounded before a scheduled class change, all students and staff will remain at their current location until further notice. This will prevent students from going outside.
-
- To the extent that it is possible, staff and students will be updated by PA announcement. The Principal and /or Administrative personnel will communicate with outside agencies as needed to determine the status of the outside situation and if it warrants an upgrade to an Internal Lockdown, if the External Lockdown should continue, or if the “All Clear” should be sounded.
 - All unsecured doors to the school will be secured;
 - No one is permitted to leave and no one, including a parent, is allowed into the school;

- If an External Lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities; and
- Students and parents are reminded that during an emergency situation, cellular sites may be overwhelmed due to a high volume of calls. It is critical that students and parents limit their text messages or using their cell phones until the lockdown is over.

INTERNAL LOCKDOWN

If an incident occurs within the school and requires the school to go into a lockdown situation we will move to an Internal Lockdown mode. An announcement will be made via the PA system that we are moving into an internal lockdown.

“Students and teachers, we are now in an Internal Lockdown.”

PROCEDURES:

- The Internal Lockdown will also be initiated by an intercom announcement.
- Upon hearing this announcement, teachers will begin to implement the established Internal Lockdown procedure. Teachers will visually scan the hallway and check restrooms closest to their own classroom and direct any unsupervised students into the nearest classroom.
- All doors will remain closed and locked until the “All Clear” is given.
- If students are between classes, students will immediately proceed to the nearest classroom.
- Teachers will step outside of their classrooms and assist in directing students in to the nearest classrooms in as timely a manner as possible.
- Once the halls are clear of students, teachers should then secure their classrooms and follow established Internal Lockdown protocol.
- Lockdown will remain in effect until an “All Clear” is given over the PA system.
- Teachers should not call the office via intercom or telephone during a Lockdown situation unless you have an emergency or you have information directly related to the situation at hand.
- Upon receiving the “All Clear,” staff and students will be directed as to how to proceed at that point.
- In a calm but timely manner, teachers will then close and lock their classroom doors.

- All window blinds should be open in order to allow police the ability to see inside.
- NO students will be allowed to leave or enter the classroom under ANY circumstances.

USE OF RED AND GREEN PLACARDS

PURPOSE:

The purpose of the red and green placards is to alert authorities as to the status of your classroom in the event of a Critical Incident while an Internal Lockdown is in effect. The placard you display in your window will be a signal to authorities as to whether or not immediate attention is needed. You will need to determine the severity of the condition or injury before displaying a placard.

PROCEDURE:

Green placard is placed in your window when everything is under control and no immediate assistance from authorities is needed.

Red placard is placed in your window signaling that you have determined a critical need for authorities to attend to, such as a medical emergency.

Example: a student who has a life-threatening injury compound fracture (broken bone protruding out of skin), or profuse bleeding).

IMPORTANT: All classrooms **MUST** display their placard during all Internal Lockdown drills. Administrative Offices will have the same placard system.

REMEMBER: NO PLACARD INDICATES THE INTRUDER IS IN YOUR CLASSROOM!!!

Visitors to the School

Parents and graduates are always welcome to visit the school. All visitors are asked to report to the Reception Desk upon arrival.

Students wanting to bring visitors to the school for the day must first secure permission from the Principal and those teachers whose classes will be attended. These visitors are also required to sign the guest register. Students are requested to obtain and complete a Visitor Permission Form from the office one day before the student visits the school.

The Use of Cell Phones

The use of cell phones (including text messaging, surfing the net, picture taking or listening to music) during class time is strictly forbidden. This means that all cell phones must be turned off and out of sight during classes. Failure to abide by this rule will result in confiscation of the cell phone by teachers and a subsequent meeting with the Principal or an administrator.

Cell phones are explicitly forbidden from the examination room.

After the first offense, the cell phone will be returned at the end of the day. A second offense will result in the phone being returned after three school days. A third offense will require a meeting with administration at which time a parent may collect the cell phone.

Please note that in the interests of respect and privacy for all Toronto Prep School students are not permitted to use their cell phones to photograph people at any time. Failure to abide by this rule will result in the confiscation of the phone and its subsequent return to a parent at a meeting.

In addition, the contents of a cell phone may be searched if there exists a reasonable suspicion that it may have been used in an activity prohibited by the Code of Conduct.

Cell phones may be used during lunch or spare periods otherwise they should be stored in lockers or turned off and placed in school bags.

Any student who fails to comply with a request by a teacher to relinquish their cell phone or audio-visual devices will be removed from class and immediately referred to administration.

Use of iPods and Other Personal Audio/Visual Devices

The use of iPods or any other type of personal audio or visual device is strictly prohibited in any class except in Visual Art classes. Students who fail to adhere this school rule will have the device confiscated with the same parameters applied in the use of cell phones. Toronto Prep School assumes no responsibility for the loss or theft of any items.

Medication

The Toronto Prep School wishes to cooperate fully with students, parents and the medical profession to assure that any student receives required medication during the normal school day at the appropriate time. It is preferred that medications be taken by students at home; however, it is recognized that certain circumstances may necessitate taking medications during school hours. These guidelines have been established to maintain control of authorized drugs within the school and to ensure the health and welfare of the students.

At the written request of a parent/guardian or the student (where the student has reached the age of majority), prescription medications will be kept locked in the office and provided to the said student at an agreed upon time. Although medication will be dispensed by an authorized person in this manner, no unauthorized medication will be administered by any faculty member. A student will be allowed to carry certain prescription medications (e.g. asthma inhalers, EpiPen).

Health and Safety

Students who feel ill or who suffer a minor injury during the day are asked to report to the office where we will attempt to reach the student's parent(s) or emergency contact so that arrangements can be made for the student to be sent home. In the event of a serious illness, accident or injury, appropriate medical personnel will be contacted and the injured student will be transported to the nearest facility-accepting patients (it is common practice at Toronto Prep that a staff member, in the absence of a parent/guardian, will ride in the ambulance and stay at the hospital until family or designate has arrived). Parents will be notified as to the student's destination. Please note that no medication is dispensed at school, unless the medication has been sent along with a signed permission note explaining its use. (See Medication section)

Textbooks

The Toronto Prep School will supply on line book lists to students and parents in the summer proceeding each school year.

This year as last year, we have partnered with Alpha Textbooks to provide online purchasing of textbooks. Books will be available for purchase via their easy-to-use website www.alphatextbooks.com or at the store located at 3709 Chesswood Dr. (Sheppard & Allen Rd). If you cannot order over the Internet or visit the store in person please call them and they will fax you an order form that can be faxed or mailed back to them.

It is the responsibility of the students to purchase all texts and to bring the appropriate texts and materials to class. Students should print their names conspicuously on all their textbooks and notebooks. The school will provide dates when students and parents can purchase used textbooks.

The following is a list of bookstores that stock books from our book list:

Alpha Textbooks

3709 Chesswood Drive
Toronto, ON M3J 2P6
416-461-3542 www.alphatextbooks.com

The Batner Bookstore

180 Steeles Avenue West
Thornhill, ON L4J 2L1
905-731-4440

The Bookman

4910 Yonge Street
North York, ON M2N 5N5
416-266-5626 www.thebookman.ca

In addition certain classes will have teacher's manuals which will be purchased through the school.

Students are encouraged to download the PDF equivalent of their textbooks on their MacBooks and as such will always have their texts with them.



Lunch

A cafeteria is available for students to eat their lunch. A lunch program between Toronto Prep School and a local Deli will be in place which will enable students to order their lunch in the morning, pay for it and the ordered lunch will be ready for them by lunch time. The school will not be billing parents for lunch and as such students should have money for their lunch purchase on a daily basis. Eventually vending machines with healthy snacks and drinks will be installed.

Toronto Prep School cannot guarantee a peanut-free environment.

Food and Beverages

Food and beverages are to be consumed in the cafeteria and student lounge only. No food or beverage (other than water) are to be consumed in any classroom or hallway.

Skateboards and Roller Blades

Skateboards and roller blades are not allowed on school property and in our building. They are not to be brought to school.

Lost and Found

Students who find lost articles in any part of the building should take them to the Reception Office immediately. Students who have lost articles should notify the Reception Office on the day that the loss is discovered. Make certain that your valuables are stored safely in your locker and that all textbooks have your name written in them.

Posters and Advertising Material in the School

Posters and other advertising material of non-school agencies will not be displayed or distributed in Toronto Prep School without prior approval of the Principal.

No student may pass out literature during school hours.

Extra-Curricular Activities

Athletics and other extra-curricular activities are a very important part of Toronto Prep and its school program and valued as essential components in a well-rounded education.

Extra-curricular activities are available to all the students who meet eligibility requirements.

Toronto Prep is a chartered member of the Small Schools Athletic Federation (SSAF) and the Toronto District College Athletic Association (TDCAA). Through these athletic organizations, we have the opportunity to compete in a large variety of leagues, meets, and single day events. These opportunities provide our students with the competitive challenges and leadership opportunities that they need in order to become better individuals. We strive to develop our players and team's ability, sportsmanship, dedication, determination and enjoyment of sports.

All participants are reminded that academics must always be given top priority, and that time dedicated to the following activities cannot be used to "excuse" poor work, missing, late and incomplete work, or poor work habits. Students may be removed from these activities for violations of the Code of Conduct.

The following is a list of athletics that includes but is not limited to:

- Basketball
- Golf
- Volleyball
- Tennis
- Flag Football
- Ball Hockey
- Ice Hockey
- Skiing
- Snowboarding
- Track and Field
- Cross Country
- Mountain Biking
- Ultimate Frisbee
- Soccer - Indoor and Outdoor
- Softball
- Swimming

To obtain schedules and information please see the Sports Calendar or follow Toronto Prep School athletics on twitter @tprepatherletics.

The Toronto Prep School athletic logo is pictured below and the school colors will be scarlet and grey.



School Clubs and Organizations

The clubs at Toronto Prep appeal to a variety of interests. It is hoped that each student can find an outlet for expression in one or more of these organizations. Students can request information regarding specific clubs and organizations by visiting the Reception Office.

- Art Club
- Robotics Club
- Chess Club
- School Newspaper
- Drama Club
- Year Book Club
- Photography Club
- The Duke Of Edinburgh Award
- SOMA (model United Nations)
- Music Club
- Math Club

Guidance and Counseling Services

A full range of counseling services is available to Toronto Prep School students. These services form an essential part of the school's academic mandate. Students are encouraged to seek the services of the guidance department and their teacher-advisor. They are available for educational, vocational, or personal counseling, and for general information. Each student is assigned a teacher-advisor. However, any student may at his/her discretion make an appointment with any member of the faculty. Some areas in which students will find academic mentors most helpful are: peer relationships, university selection, adult relationships, testing and interpretation, school achievement, high school curriculum, course selection and vocational/occupational planning. Resource materials will be available in the Guidance Career Centre including books, pamphlets, catalogues for college and university and occupational planning and computerized searches. Students are expected to visit the Guidance Centre and to meet with their assigned academic mentors regularly. Members of the Guidance Centre will visit classrooms to instruct students in areas related to career planning, time management and study skills. Parents may make appointments to discuss their child's academic performance, subject selection, or career choices with the Guidance Centre or the Principal. University and College academic calendars are readily available along with other important sources of information. University/College officials will be invited to speak to students about post secondary program and career opportunities. There will also be Student and Parent Information Nights which will be hosted by Toronto Prep and include current university students from an array of institutions to answer queries. Considerable effort will be spent by this department as well as all other staff to ensure that our students are well prepared to achieve their academic and career goals.

Guidance and Career Education Program

The guidance and career education program is a vital and integral part of the Toronto Prep School program. Through the program, students will acquire the knowledge and skills that they need in order to learn effectively, to live and to work cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities. This program will be delivered through various means, including classroom instruction, the teacher-adviser program, orientation and exit programs, completion of the annual education plan, career exploration activities, and individual assistance and short-term counseling.

The goals of the guidance and career education program are outlined in the policy document entitled Choices Into Action; Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999. As stated in this document, students are expected to:

- Understand the concepts related to lifelong learning, interpersonal relationships (including responsible citizenship), and career planning;
- Develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals; and
- Apply this learning in their daily lives both at school and in the community.

To help students achieve these goals, the content of the guidance and career education program is organized into three areas of learning: Student Development (i.e., the development of habits and skills necessary for learning), Interpersonal Development (i.e., the development of knowledge and skills needed in getting along with others), and Career Development (i.e., the development of knowledge and skills needed for setting short-and long-term goals and for planning for the future). Under the direction of the Principal, Toronto Prep School will develop and implement a guidance and career education plan to ensure that students have access to the learning experiences, personal assistance, and information they need in order to achieve the program goals outlined in Choices Into Action, as well as the expectations given in the secondary school curriculum policy documents for guidance and career education.

The key features of the province's policy in the area of guidance and career education, which are described in detail in Choices Into Action, are as follows:

- Clearly stated competencies for students in Grades 7 and 8, and Grades 9 to 12
- A range of career exploration activities in the community
- Completion of the compulsory half-credit Career Studies course as a secondary school graduation requirement
- Preparation of an annual education plan for each student, beginning in Grade 7 and continuing to the end of secondary school
- A teacher-adviser for students in Grades 7 to 12
- Individual assistance and short-term counseling

The guidance and career education program plan will include strategies to ensure that students have access to the information they need in order to make informed decisions and to prepare for further education, apprenticeship programs, or the workplace.

Academic Assistance

All teachers at Toronto Prep are available for extra-help between 9:00 a.m. and 9:55 a.m. Monday through Friday and by appointment after school, Monday through Thursday.

Students who are experiencing difficulty in a subject are identified early on and will receive mandatory help after school in the After School Study Club in addition to extra-help sessions with their teachers. Students who require even more time than what is available during the school week will be placed in Saturday Club (10:00 a.m to 3:00 p.m). to complete any outstanding work and assignments.

Students are encouraged to claim ownership of their education and make certain to alert teachers to any difficulties they are experiencing.

The onus is on the student to complete their homework and assignments, although Toronto Prep will monitor and enforce the completion of any outstanding work.

House System and Teacher-Advisors Program

All Toronto Prep School students belong to a “House” identified by a specific name and color. Teacher-advisors oversee each House. Each House will compete as a team in each of the intramural and co-curricular activities, and will be recognized for their efforts at a banquet at the end of the school year. Each House will elect an executive of three students and meet with the executives of other Houses to help plan school projects, events and competitions. Each House will meet with their teacher-advisors once a month to discuss issues related to any part of the school program. Each student will be encouraged to make an appointment with his/her teacher-advisors to discuss more personal difficulties or issues. Senior Students will also be able to mentor younger students in their House and act as role models.

Teacher-Advisors

Teacher-advisors are available to help students make informed choices at key transition points in their schooling but it is Guidance and Administration that will work with students to plan and advise on their academic path and complete their annual education plan. Guidance and Administration are responsible for:

- Helping students complete and review their annual education plan;
- Monitoring students’ academic progress in all subject areas and the achievement of their goals, as outlined in their annual education plan;
- Communicating with parents and keeping them informed about students’ progress.

School’s Right to Search

Lockers, desks or storage places provided for student use are, and remain at all times, property of Toronto Prep School. These areas and the contents therefore, can be subject to a search at any time. Administrators are authorized to conduct reasonable inspection of school property or of students and items brought upon school grounds, when there is reasonable cause to believe that a school rule has been violated.

Lockers

Every student in the school will be assigned a locker with a combination lock at the beginning of the school year so that books and other valuables can be stored safely. Lockers are valuable storage areas and certain precautions must be taken to ensure a clean and secure school environment. Always keep your locker locked and do not share your locker or locker combination. Since students have a personal locker and lock, they will be responsible for their own belongings. The school is not liable for lost or stolen articles. Students are responsible for the locks issued to them; it is forbidden to attach your own lock. Use of padlocks not issued by the school is not permitted. Lockers must be emptied at the end of the school year by the student; anything left in the locker at the close of the school year will be removed and discarded.

Communications

Communication about your child's learning and growing is essential and parents are therefore always welcome to contact or arrange an interview at any time with a specific subject teacher, the Principal, or Head of Admissions particularly if there are serious issues to discuss.

Ways to acquire information include the following:

Website

The Toronto Prep School website www.torontoprepschool.com provides all of the current and up-to-date information for students and parents.

Wikispace

Students and parents can access all homework, course outlines, due dates, daily morning announcements and upcoming events at www.tpsHOME.wikispaces.com. The school wikispace is updated daily by each teacher in every course.

E-mail

Parents can contact teachers through their school email. Teachers are in classes most of the day and will only be able to access their email before or after school. If there is an urgent matter, parents can contact the school and leave a message for a teacher with the Reception Office. Every Toronto Prep School staff member can be contacted by e-mail. To obtain an individual's e-mail address, take his or her first initial, followed by the full last name and add @torontoprepschool.com
e.g.: John Doe - jdoe@torontoprepschool.com
Jane Doe-Smith - jdoesmith@torontoprepschool.com

Telephone

Parents can call the school directly and leave a telephone message for a teacher by calling the Main Office at 416.545.1020. Teachers will not be returning calls during the school day as they are in classes, they will be able to contact you after school.

Student Reports and Parent Interviews

Parents will have at least one formal opportunity each semester to discuss their child's academic performance with each subject teacher. We believe that success must be shared with parents and that problems can only be remedied with the knowledge and co-operation of parents as well. Parent interviews will be held in November and January of each school year. All parents, of course, can contact teachers when necessary to discuss their son's or daughter's progress.

Written reports are sent home four times per year – November, January, April and June. Teachers may request interviews with parents after each distribution. Parents are advised that teachers and administrators may not be available in the morning for phone calls and/or interviews unless prior arrangements have been made. Teachers understand the importance of being pro-active and co-operative in addressing student issues, academic or otherwise and as such will be in constant contact with parents.

Interim, Midterm, and Final Reports are emailed. If you wish a hard copy you may request it from the Main Office.

Reporting of student achievement will occur according to the following schedule:

First Semester - Fall Term

1st Quarter Interim -	Friday, October 7, 2011
Midterm Report Card-	Monday, November 7, 2011
3rd Quarter Interim-	Friday, December 16, 2011
Final Report Card-	Tuesday, January 24, 2012

Second Semester - Winter/Spring Term

1st Quarter Interim -	Friday, March 2, 2012
Midterm Report Card-	Monday, April 16, 2012
3rd Quarter Interim-	Friday, May 18, 2012
Final Report Card -	Wednesday, June 20, 2012

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify students' difficulties as well as to detect weaknesses in programs. Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programs and classroom practices.

Assessment in the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback to guide their efforts towards improvement. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria and assigning a value to represent that quality.

Assessment and evaluation are based on the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents. Teachers will be provided with materials, including samples of student work (exemplars), to assist them in their assessment of student achievement.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- Address both what students learn and how well they learn;
- Are based on the Categories of Knowledge and Understanding, Thinking and Inquiry, Communication and Application; as well as, the achievement level descriptions in the achievement chart for each discipline, as given in the secondary curriculum policy documents.
- Are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- Are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;

- Are fair to all students;
- Accommodate the needs of students who are learning the language of instruction;
- Ensure that each student is given clear directions for improvement;
- Promote students' ability to assess their own learning and to set specific goals;
- Include the use of samples of students' work that provide evidence of their achievement;
- Are communicated clearly to students and parents at the beginning of each course and at other appropriate points throughout the course.

THE OFFICIAL SCHOOL POLICY

The Assessment and Evaluation Policy at Toronto Prep School is based on the Ministry of Education policy documents. Marks are determined using the 4 levels (and appropriate mark conversions) of the Achievement Chart for each subject area.

Final course marks will be calculated using 70% from course work and 30% from the course culminating task (an exam, a performance task or a combination of the two given toward the end of the school year).

The 70% from course work will be determined from an overall evaluation of a student's performance on a number of varied tasks throughout the year. These tasks will provide students with opportunities to demonstrate their learning in a variety of ways (tests, presentations, essays, etc.) and will address all of the Achievement Chart Categories (Knowledge and Understanding, Thinking and Inquiry, Communication and Application).

When appropriate, and consistent with Ministry policy, the 70% course mark will reflect a student's **most consistent** level of achievement throughout the year, with more emphasis paid to **more recent** performance. The teacher's professional judgment will also factor into determining the final mark in this section.

Achievement Chart – The Ministry of Education-produced chart that describes the student achievement associated with each Level of Achievement. All rubrics and other assessment tools must be designed with reference to the Achievement Chart. *The Achievement Chart criteria and descriptors are intended to act as a guide for creating more specific assessment and evaluations.*

Percentage Grade Range	Achievement Level	Summary Description
80 - 100%	Level 4	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
70 - 79%	Level 3	A high level of achievement. Achievement is <i>at</i> the provincial standard.
60 - 69%	Level 2	A moderate level of achievement. Achievement is <i>below, but approaching</i> , the provincial standard.
50 - 59%	Level 1	A passable level of achievement. Achievement is <i>below</i> the provincial standard.
below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

Achievement Chart Category – The Ministry of Education’s categories of achievement have broken down assessment and evaluation into 4 categories: Knowledge and Understanding, Thinking and Inquiry, Communication and Application (they vary slightly by discipline). Assessment and Evaluation of all four categories must be done for all courses, and while many assessment tasks may only focus on 1 or 2 of the categories, major tasks should incorporate as many of the categories as possible. The relative emphasis of each category varies among the disciplines.

Rubric – A criteria-based assessment/evaluation tool used for some tasks to assess/evaluate a student’s work based on the Achievement Chart. While the Achievement Chart criteria and descriptors are vague, the criteria and descriptors for Rubrics are specific to a given task. Other tools such as rating scales and checklists may also be used for some tasks.

Unit Culminating Task (UCT) – The final test or project for each and every unit in a course. It is designed to evaluate the student’s achievement in the expectations associated with that unit. UCTs, whenever possible, should be evaluated with a rubric that is reflective of all categories of the Achievement Chart and the expectations associated with that unit.

Course Culminating Task (CCT) – For most courses, the CCT will consist of two parts (an examination and a project). Together, they will make up 30% of the final grade of the course. The CCTs (both the exam and the project) should, whenever possible, be designed to evaluate the student’s achievement on the overall expectations of the entire course. The CCT should be assessed with a rubric (or rubrics) that is reflective of all categories of the Achievement Chart.

Types of Assessment and Evaluation

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.

Terms such as diagnostic, formative, and summative, which are used to identify the nature of assessment, have recently been supplemented with the phrases assessment for learning, assessment as learning, and assessment of learning.

The essential distinction is that assessment for learning is used in making decisions that affect teaching and learning in the short term future, whereas assessment of learning is used to record and report what has been learned in the past. In short, the nature of the assessment is determined by what the information is to be used for.

Assessment for learning

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.”

The information gathered:

- is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.
- is used by teachers to monitor students’ progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.

Assessment as learning

“Assessment as learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.”

The information gathered:

- is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.

Assessment of learning

“Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.”

The information gathered:

- is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.

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. All curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students’ achievement of the overall expectations. Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.

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

Report Card Marks

The mark given on a report card (progress, mid-term or final) should be a reflection of the teacher’s judgment (based on sufficient data) of the level to which a student has achieved the overall expectations of a given course. For the final reports, 70% of the mark must be from course work, and 30% must come from the Course Culminating Task(s).

The new (OSS) assessment and evaluation policy states that evaluation is to reflect a student’s most consistent achievement with an allowance for more attention paid to more recent performance. This policy suggests the following practices:

Marks are not determined by crunching numbers and finding the average mark for all quizzes, tests and assignment throughout the year.

Marks are determined by analyzing student achievement on the most significant summative evaluations from the course.

These evaluations should have representation from all 4 Achievement Chart categories. Student improvement should be taken into account when assigning marks (i.e. for the 70% on the final report or a midterm mark). If a student began the year ‘doing’ 63% work, but is consistently doing 75% work by the time the reports are written, the student’s achievement should be reported as a 75%.

Examinations

Formal examinations in most courses will be written once a semester. Students and families will be advised in advance as to the academic weight of each examination and as to the time and date of each examination. Final examinations will be written over a four-day period at the end of each semester. Students in Grades 7 to 11 will write two hour final examinations. Students in Grade 12 will write three hour final examinations.

Please be advised that examinations will be virtually impossible to reschedule and that appointments and holidays must be scheduled with examinations in mind.

Substitutions for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the Ontario Secondary School Diploma (OSSD), substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, Principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the Principal will determine whether or not a substitution should be made. A Principal may also initiate consideration of whether a substitution should be made. The Principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In all cases, the substitution will only be made if it deemed to be of no harm either to the student's learning or to the integrity of the Ontario Secondary School Diploma program. An example in which substitution would take place is the grade 9 French credit for a student who has no or limited background in French. Each substitution will be noted on the student's Ontario Student Transcript.

Waiving of Prerequisites

In certain cases, in consultation with the student, parent, and subject teacher, the Principal may waive prerequisites entirely, or allow students to take courses as co-requisites. The waiving of prerequisites will be done on a case-by-case basis, and will only take place if it furthers, rather than damages, the student's learning.

Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have 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 (PLAR). PLAR procedures are carried out under the direction of the school Principal, who grants credits.

In accordance with the Ministry of Education for Prior Learning Assessment Recognition (PLAR) students who enter Toronto Prep School from out-of-province high schools at which they have earned high school credits are eligible to be granted credit equivalencies toward the Ontario Secondary School Diploma. Upon receipt of an official transcript from the student's previous school, the Principal will determine, using www.wes.org and other sources, the number of equivalency credits to be granted. This information will be recorded on a Toronto Prep School Credit Equivalency Report which will be saved electronically and placed in the student's OSR. The equivalency credits will subsequently be added to an Ontario Student Transcript according to the guidelines set out in the *Ontario Student Transcript Manual*. At present, Toronto Prep School does not accept credit challenges as part of the PLAR process.

Independent Learning Centre

Students who are unable to take a specific course due to timetabling challenges may take a course through the Independent Learning Centre. For more information please see the Principal.

Music Certificates Accepted For Credits

Toronto Prep School students who have earned music certificates through the conservatory may present these certificates to the school and earn academic credits toward their Ontario Secondary School Diploma.

The following are the present requirements for acceptance of music certificates for credits towards the OSSD.

A student who has successfully completed the requirements for one of the following may count a maximum of one non-Grade 12 university/college preparation credit towards the OSSD *in addition to* any other non-Grade 12 university/college preparation music credits earned in the school:

- Grade VII Practical and Grade I Rudiments of the Royal Conservatory of Music, Toronto (or equivalent)

A student who has successfully completed the requirements for one of the following may count a maximum of one Grade 12 university/college preparation credit towards the OSSD *in addition to* a maximum of one other Grade 12 university/college preparation credit in music earned in the school:

- Grade VIII Practical and Grade II Rudiments of the Royal Conservatory of Music, Toronto (or equivalent)

Access to Courses of Study

Toronto Prep School teachers work from course outlines that meet Ministry of Education requirements. In most cases, we have enhanced these outlines to allow for more student enrichment. These documents, although often long and potentially complicated, are kept on file and are available online to parents and students for review purpose.

Course Development

The Toronto Prep School will retain on file, up-to-date copies of the outlines of all the courses of study for courses offered at the school. Parents of students under the age of eighteen need information on course content since they must approve their child's choice of courses, and adult students need this information to help them choose their courses. The outlines of the courses of study in the secondary school will include at the following information:

- Name of the Ministry's curriculum policy document(s) from which the outline of the course of study has been developed
- Name of the school and department, as well as the names of the department head and developers, and the dates of development and revision
- Course title, course type, grade, course code, credit value
- Prerequisite(s) and corequisite(s), if any
- Overall curriculum expectations
- Outline of the course content, including unit titles in the sequence in which the material will be studied
- Teaching strategies appropriate the course type and teaching strategies appropriate to the range of students' learning needs
- Strategies for assessment and evaluation of student performance appropriate to the course type and to the students' range of learning needs

Information regarding access to these outlines and curriculum policy documents will be included in the annual school course calendar.

The Ontario Student Transcript and Policy Regarding Disclosure

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school.

The credits that a secondary school student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST. This record will include all the credits gained by the student using any of the means described in section 6.8: Alternative Ways of Earning Credits Towards the Ontario Secondary School Diploma. The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- The student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses
- A list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained (students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course)
- Identification of any course that has been substituted for one that is a diploma requirement
- Confirmation that the student has completed the community involvement requirement
- The student's final result of the provincial secondary school literacy test
- An indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course

In addition to recording the number of credits earned, schools may indicate on a student's transcript that the student has taken a specialized program or a program in a specialized school. Students taking, for example, a program in one of the arts or in technological education or in a language, may thus be given recognition on their OST for their participation in such a program.

Course Withdrawals: Withdrawal from a course after a specified time from any Grade 11 or 12 course will be recorded on the OST.

Extraordinary Circumstances: A student's parents, or students who are adults (eighteen years of age or older), may request that the Principal identify by means of a special indicator those Grade 11 or 12 marks that, due to extraordinary circumstances prevailing at the time they were awarded, are not considered to be a true reflection of the student's ability and/or performance. If a parent or an adult student requests that a special indicator be added, the Principal will determine whether or not it should be added. The Principal may also initiate consideration of whether a special indicator should be added. The Principal will make this decision in consultation with the parent or adult student and appropriate school staff.

Access to the Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.

- Every student has the right to have access to his or her OSR.
- The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen). Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare.
- Under the Education Act, only supervisory officers and the principal and teachers of the school have access to the OSR for the purpose of improving the instruction of the student. Additional access may be permitted under municipal and provincial freedom of information legislation, under specified and limited circumstances.

Confidentiality of Information and the OSR

The confidentiality of information about the individual student is maintained by adherence to Section 266 of the Education Act, the Ontario Student Record (OSR) Guideline, and A Guide to Ontario Legislation Covering the Release of Students' Personal Information (1998).

Provisions for the protection of confidentiality and the release of information regarding individual students is also governed by the Child & Family Services Act, the Young Offenders Act, the Municipal Freedom of Information and Protection of Privacy Act, and the Family Law Reform Act. It is imperative that the requirements of each piece of legislation be respected. Staff members should note that certain acts, regulations, and requirements of the Criminal Code supersede the authority of the Education Act. In such cases, staff members shall consult with the director of education prior to releasing or refusing to release information.

Schools regularly receive requests from lawyers to release contents of student records. A letter from a lawyer must be accompanied by a request and release form signed by the parent/ guardian or adult student.

Parents Rights

Parents and eligible students (those 18 years or older) have the right to:

- Inspect and review the student's education records.
- Request the amendment of the student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of a student's privacy rights or other rights.
- Consent to disclosure of personally identifiable information contained in the student's education record, except to the extent that the Privacy Act regulation authorize disclosure without consent.
- Obtain a copy of the Toronto Prep School policies for student education records.

Course Selection Process

Each semester, most students sign up for four full-credit courses. A maximum of eight credits per year are permitted. Course selection should reflect abilities and interests, but must also relate to the student's immediate and long-term goals. We provide guidance to all students and can make course recommendations, but the ultimate choice is the responsibility of the student and his/her parents. Here are some things to keep in mind:

- Certain courses are compulsory (see Requirements for OSSD).
- Choosing courses from a broad variety of disciplines allows more educational and occupational options in the future.
- All courses are open to qualified students regardless of age, sex or ethnic background.
- Students are encouraged to take more than the thirty required courses.
- Studying a foreign language can provide increased job opportunities later.
- Universities and colleges often specify essential courses. For example, many university programs require one or two Grade 12 mathematics credits.
- Carefully check admission requirements. All Grade 11 and 12 results are disclosed on student transcripts.

If you have questions or concerns about academic requirements please speak to your teacher-advisor, the Guidance Centre or the Principal. Proper preparation is essential in helping you make the appropriate course selections given an intended career path.

Promotion Policy

In Grades 7 and 8 a minimum of 50% is required to pass a course and be able to move on to the next grade level.

In Grades 9-12, a credit will be earned in a subject with a minimum mark of 50% on the January and June reports.

Less than 50% in any subject on the January or June reports is a failure in that subject and a credit is not earned. Failure to earn a credit in a subject will require consultation to determine the best course of action for the student. Solutions will be determined on an individual basis and be based on whether the course is a compulsory or an elective.

Wireless Internet Usage Policy

The Toronto Prep School provides wireless internet connectivity throughout the school as part of our mandate to enhance students' technological capabilities and to meet the informational, educational, and recreational needs of all our students.

Students are encouraged to access the School's wireless internet connection giving them the advantage of unprecedented information availability via this media.

Actions taken by individuals may, under some circumstances, jeopardize the integrity of the computer network and the ability of others to communicate using this system. Guidelines therefore call for respectful and responsible use of the internet network to protect the rights of individuals, while others warn against actions that may violate the law: users within the school community must understand the perils of illegal use, exchange, or display of copyrighted, deceptive, defamatory, or obscene materials on a web page or through other electronic communication channels.

Student users shall defend, indemnify, and hold the Toronto Prep School and its officers, employees, and agents harmless against all claims, actions, and judgments based on or arising out of the students' use of the School's wireless network.

The user assumes all responsibility for the use of the School's wireless network. The School is not responsible for any alterations of or interference with a laptop's configuration or operation or data files resulting from connection to the wireless network. The School is not liable for the consequences of wireless network use in any way, including the transmission of computer viruses, loss of data or e-mail, or any harm resulting from the use of an unsecured server. The School is not liable for the loss or compromise of any confidential or sensitive, or any other information, and for any and all damages resulting from that loss or compromise. In addition, the School assumes no responsibility for damage, theft, or loss of any kind to a user's equipment, software, data files, or other personal property brought into or used at the School's facilities.

Accordingly, the guidelines that follow seek to both preserve the freedom to inquire and share information as well as sustain the security and integrity of individuals within the community and the computer system itself.

There exists the need for the internet network to be accessible and secure for appropriate uses consistent with the mission of the School and that the use of this resource for personal gain or without authorization is unacceptable.

It must therefore be noted that even the individual right to privacy may, when personal files may need to be accessed for troubleshooting purposes, be overridden by the Principal or his designate to protect the integrity of the School's computer system. Toronto Prep School reserves the right to inspect, at any time, any personally-owned device while connected to the Toronto Prep Wireless Network. Any other inspection of any personally-owned device is subject to the requirements set forth in the Student Code of Conduct.

Use of the network is a privilege, not a right, and will be withdrawn if abused. By choosing to access this free wireless service, students agree to abide by the Toronto Prep School's *Wireless Internet Usage Policy*. It is the responsibility of each user to understand these policies and his/her obligation to refrain from inappropriate or illegal activities.

Students using the School's wireless internet are expected to abide by the following rules and guidelines:

1. The Internet Usage Policy must be read and approved, in writing, by each student and, in the case of students under the age of eighteen, the student's parent, guardian or custodian.
2. The Toronto Prep School reserves the right to filter any internet sites, but some allowable websites may contain information that some students or parents will find controversial or inappropriate. Student access the Internet at their own discretion.
3. Students may not attempt to access sexually explicit material or material that promotes violence, racism, sexism, substance abuse, or any other topic inconsistent with the principles of the school.
4. Students are permitted to use networked software and school-supplied software. Programs written by the student which are part of an assignment in a class's course of study may be run, as required, for that course of study's requirements, with teacher supervision.
5. Students may not download programs from the Internet or any portable device. Students may not attempt to install or delete programs on the School's network. Students will not make any attempt to gain unauthorized access to restricted files or networks, or to damage or modify the School's internet system or software. Attempting to introduce computer viruses or destructive or nuisance programs is unacceptable. Malicious damage may result in prosecution.
6. Students may not use the Internet to engage in "hacking" or other unlawful activities.

7. The school staff may review computer files or messages that are created by the student. Material may be reviewed for grading and appropriate content. It may be reviewed for any harassing or threatening material, trade secret protection and/or any vulgar or obscene content.
8. Students are not to access the network's operating system or make any attempt to circumvent or subvert system security.
9. Malicious use of the school's computers/network to develop programs that harass other users or infiltrate a computer or computer system and/or damage the software components of a computer or computing system is prohibited. Students may not use the school's computers/network in such a way that would disrupt their use by others.
10. Students may not use the School's wireless network for any illegal activity or to place material on the Internet related to any illegal activity. Students are subject to federal and provincial legislation regulating internet use, including the provisions of the *Criminal Code* regarding obscenity, child pornography, sedition, and the incitement of hate. Any illegal activity will result in the student being denied further access to the wireless network and possible prosecution.
11. Students are to respect others they contact electronically by avoiding distasteful, inflammatory, harassing or otherwise unacceptable comments.
12. Students are to respect the privacy of others and their accounts. Do not access or intercept files or data of others without permission. Do not use the password of others or access files under false identity.
13. Students must abide by copyright law regardless of whether the copyright is expressly noted protects much of what appears on the Internet. Users should generally assume that material is copyrighted unless they know otherwise and not copy or disseminate copyrighted material without permission. Copyright protection also applies to much software, which is often licensed to the School with specific limitations on its use.
14. The School is not responsible for unattended laptops or other devices. The School is not responsible for any damages sustained by students' wireless devices or their contents while using the School's wireless network.
15. Students are not to remove, modify, damage or destroy any networking equipment.
16. The parents and/or guardians of any student bringing personal technology to school agree to be responsible for and to reimburse Toronto Prep for any damage that their student may cause arising out of and relating to the use of the Toronto Prep School Wireless Network with his/her personally-owned device.
17. Students are to advise school staff when they observe any violation of the school's policy for internet usage.
18. All computer use must comply with local, provincial and federal laws, and with school policies.

Violations of these rules may result in disciplinary action, including but not limited to termination of access to the school's network, detention, Saturday Club and/or suspension. Violations also may be referred to the appropriate legal authorities and/or other legal action may be pursued.

Toronto Prep School Awards

The Toronto Prep School recognizes student excellence and effort through our achievement awards that celebrate student scholarship, leadership, sportsmanship, and citizenship.

The Governor General's Academic Medal

Presented annually to the graduating Grade 12 student with the highest average in his/her Grade 11 and 12 courses.

The Lieutenant Governor's Community Volunteer Award for Students

Presented annually to the graduating Grade 12 student for exemplary community contribution or outstanding achievement through volunteer activity.

The Principal's Award

Presented to the graduating Grade 12 student with the highest academic average in six Grade 12 courses including English.

The Grade 8 Principal's Award

Presented to the graduating Grade 8 student with the highest overall average.

The Faculty Award

Presented to the graduating Grade 12 student(s) with the greatest academic improvement.

The Grade 8 Faculty Award

Presented to the graduating Grade 8 student(s) with the greatest academic improvement.

The Spirit Award

Presented annually to the graduating male and female Grade 12 student chosen by the graduating class and the faculty who best embody the spirit of the Toronto Prep School student. They must exhibit the traits of dedication, effort, honesty, integrity, and a sense of community.

The Grade 8 Spirit Award

Presented annually to the graduating male and female Grade 8 student chosen by the graduating class and the faculty who best embody the spirit of the Toronto Prep School student. They must exhibit the traits of dedication, effort, honesty, integrity, and a sense of community.

Valedictorian

A valedictorian is chosen from the Grade 8 class and from the Grade 12 class to address his or her fellow classmates at the Graduation Ceremony. The person chosen exemplifies a Toronto Prep School student in that he or she strives for excellence, participates in school activities, is involved in the community, and is representative of his or her peers. Each recipient is chosen by their respective graduating class and the faculty.

The Toronto Prep School Honour Roll Award

Presented to all students who achieve Honour Roll status at year's end.

Awards of Academic Excellence

Presented to the top graduating Grade 12 student in each one of the following subject areas:

English

Presented to the student who combines high achievement in English or Writer's Craft and who is deemed to be an excellent writer.

Business

Presented to the student with the highest achievement in two of the following: Accounting, International Business and Economics.

Health and Physical Education

Presented to the student who combines a high achievement in Exercise Science and displays prowess in athletics.

Mathematics

Presented to the student with the highest achievement in two of the following: Calculus and Vectors, Advanced Functions, and Mathematics of Data Management.

Science and Technology

Presented to the student with the highest achievement in two of the following: Biology, Chemistry, Earth and Space Science, Physics and Computer Science.

Social Studies and Humanities

Presented to the student with the highest achievement in two of the following: Philosophy, Families, and Challenge and Change.

Canadian and World Studies

Presented to the student with the highest achievement in two of the following: World History, World Issues, Politics, Law, and Environment and Resource Management

The Arts

Presented to the student with the highest achievement in any one of the following: Dramatic Arts, Media Arts/Fashion Design and Visual Arts.

French

Presented to the student with the highest achievement in French

Grade 8 Awards of Academic Excellence

Presented to the top graduating Grade 8 student in each one of the following subject areas:

- English
- Mathematics
- Health and Physical Education
- Science and Technology
- The Arts
- Social Studies
- French

Athletes of the Year

Presented to the top male and female athletes:

Middle School: Grades 7 and 8
 Junior Varsity: Grades 9 and 10
 Senior Varsity: Grades 11 and 12

The Spartan Award

Presented to the athlete(s) who best exemplifies the traits of dedication, perseverance, sportsmanship, leadership and athletic performance.

Honour “T”

Presented to all graduating Grade 12 athletes who have accumulated a total of 12 or more junior varsity or senior varsity letters. Letters are awarded based on the sports teams a student is a member of and the teams' performance levels.



Community Involvement Awards and the Toronto Prep School

Community life is an important part of the learning experience at Toronto Prep.

Our community service program offers you many opportunities to use your skills and talents to benefit those who need them the most and, in the process, to develop leadership, time management, organizational and other skills that will benefit you in university and in life. It is also a great way to explore possible career options while gaining practical experience, developing professional-level skills and contacts, and practicing the information you have learned in the classroom.

Each year, every Toronto Prep student will be encouraged to volunteer his or her time and service to both the greater community (global service) and the Toronto Prep campus community (Toronto Prep School community service). Middle School students will be asked to perform 10 hours of service per year, while Upper School students will be asked to perform 15 hours per year, above the 40 hours needed for graduation. The possibilities for service are limited only by your imagination.

For example, you might:

- Support organizations such as to prepare and serve meals for the needy, or help raise funds for worthy causes;
- Organize a school dance and serve as a DJ, serve as a tour guide for campus visitors, or teach a class that utilizes your special talents;
- Mentor younger students, tutor at the after school program, help coach or train younger athletes;
- Become involved in Student Council.

Toronto Prep School Citizenship Awards

Civic participation is a critical element in the vibrancy and health of our school and greater community, and students who devote time and energy to these pursuits are worthy of recognition for their efforts. Citizenship awards provide encouragement for students to continue these endeavours throughout their school years and beyond.

The awards are intended to honour students who exemplify the qualities of a good citizen. These students are chosen by the faculty using criteria. The

criteria for selection of this award is that of being a motivated, caring, achieving and giving individual who is, in the opinion of his or her teachers and peers, a role model for others.

Recognition may be for distinguished or continuous voluntary service or for a combination of academic achievement, athletic participation and exemplary volunteer work.

Distinguished Voluntary Service

The distinguished voluntary service award recognizes an individual whose volunteer work has had a remarkable, lasting overall impact on the community or the school. The volunteer work may be a one-time voluntary act with lasting results. It may also include a significant contribution that led to an event or decision with permanent results.

TPS Community Service Award

The continuous voluntary service award recognizes an individual who has had at least 100 hours of volunteer service (60 hours beyond the 40 hours required for graduation) resulting in an identifiable benefit to the school or the community at large.

Order of Merit

- **Citizenship** - The student must be regarded as dependable, and demonstrate respect for people, property, and the law.
- **Attitude** - The student is courteous, helpful and caring in his or her relationships with other students and adults. They must possess strength of character and the courage to do what is right. Outstanding school attendance is also a factor.
- **Academics** - The student continually strives to the limits of his or her abilities, both in the classroom and in the home, to achieve those personal, academic goals which his or her teachers believe are within reach of the student. (This in no way implies that the candidate must be academically superior.)
- **Service** - The student readily and unselfishly helps others at home, at school and in the community to a degree that is judged exceptional for a young person of the candidate's age. The student must have completed a minimum of 100 community service hours.

- **Leadership** - The student demonstrates an ability to work with and motivate others, has sound values, good judgment, a sense of fairness, and has earned the respect of his or her peers.
- **Sportsmanship** - The student demonstrates an earnest attempt to do his or her best during athletic competitions, shows respect for the rules of that competition, and in terms of priorities, places the success of the team above a need for personal advancement. (This does not imply that the student must be an outstanding athlete.)
- **Participation** - The student must have been active in school government or school clubs or accumulated a minimum of 10 points towards an Honour "T".

A candidate for this award must consistently demonstrate at home, in school, and in the community those characteristics which this program aims to encourage.



Academic Program for Grades 7 and 8

The Toronto Prep School offers an enriched and varied program for all its Middle School students. Students in Grade 7, along with lessons and experiences in the traditional core courses, also will be given a specific “study skills” course. This course will include the teaching of organizational skills and time management, proper use of a textbook, study skills, listening and note taking skills, research skills, reading for meaning, concentration and distractions, the mechanics of writing and preparing for tests and examinations. It will also include basic instruction and set up of their MacBook laptop and the use of organizational programs such as the Calendar (iCal), Safari, Address Book, Mail, and the various word documents and applications.

Grade 7 Program:

- Mathematics
- Science
- Spelling Grammar
- Visual Arts
- Physical Education
- English Literature
- French/Intro to Computers
- Social Studies

Students who have obtained exemption from French will be offered Introduction to Computers as a substitute.

Grade 8 Program:

- English Literature
- Fine Arts
- Social Studies
- Science
- Mathematics
- Physical Education
- French/Intro to Computers
- Integrated Technologies

Students who have obtained exemption from French will be offered Introduction to Computers as a substitute.

Course Descriptions for Grade 7

English 7

This course covers the following four areas of study: language, writing, literature and oral communication. Language study involves vocabulary development and the teaching of formal grammar. Within the writing area, students will communicate ideas and information for a variety of purposes, using forms appropriate for their purpose and topic – such as short stories, research compositions, speeches and proposals.

In literature, students will read and/or analyze a variety of age appropriate creative work (e.g. novels, short stories, poetry, plays, films). As well each student will be responsible for selecting and reading those novels that will be discussed through in-class book reports. Finally, within the oral communication domain, students will generate ideas for their own speeches before writing, editing and delivering these in a class setting.

Mathematics 7

This course enables students to develop an understanding of mathematical concepts related to number sense, two dimensional geometry, pre-algebra, algebra, ratio, rates and percents, and data management through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships and patterns through inquiry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Students will be expected to describe what they are doing in mathematics and explain why they are doing it. Problem-solving skills will be applied in all the strands.

Mental math and estimation skills will be stressed as well as the proper use of the calculator. Specific expectations include finding area and perimeter of irregular two-dimensional shapes, determining surface area and volume of rectangular prisms, solving equations and evaluating simple expressions, using and applying the students’ knowledge of probability, operations with integers, and measures of central tendencies. Key to the teaching of this course is developing a positive attitude toward the continued learning of mathematics and the patience and persistence when solving problems.

French 7

The aim of this course is to develop basic communication skills in French and an understanding of the nature of the language, as well as an appreciation of French culture in Canada and in other parts of the world. The Core French Program offers students a valuable opportunity to develop a basic usable command of the French language that can be expanded through further study or contact with French-speaking people. Students listen to and talk about short, oral texts in structured and open-ended situations. They read a variety of classroom and simple authentic materials and communicate information in writing for different purposes. Students identify and use the vocabulary and grammar and language conventions appropriate for this grade level in oral communication and in reading and writing. This course is a continuation of all previous courses and focuses on the continuing development of communicative skills in listening, speaking, reading and writing.

Science 7

This course is built upon the scientific model of learning; that is, exploring, inquiring, predicting, planning and collecting, deciding, communicating, evaluating, and applying data. Heat energy plays a critical role in natural processes and in human life. Global warming has also focused considerable attention on the processes that control temperatures at the earth's surface. By acquiring a working understanding of the nature of heat, students in Grade 7 will gain new insights into the ways that heat affects our world. Students will learn about the causes and effects of heat, investigate its properties, relate it to geological and meteorological processes, and use their new-found knowledge to design a device to minimize heat transfer. They will also use the particle theory to help them explain their observations. Experiments with heat require that students identify and explain the importance of practices that ensure their personal safety and the safety of others. This includes knowing why very hot water should always be carried in a closed container (e.g., an insulated flask) and why they should stand when heating things and hold objects that are being heated well away from themselves.

This course includes topics from all scientific disciplines: biology, physics, chemistry, ecology, and design and technology. These are taught through the five strands of the Ministry curriculum: Interactions within Ecosystems; Pure Substances and Mixtures; Heat, Structural Strength and Stability; and The Earth's Crust. The scientific method, scientific literacy, and research skills are stressed throughout the course.

Social Studies 7

The goal of the Social Studies program is to enable students to become familiar with heritage, citizenship and Canada and its world connections by exploring the culture and geography of the family, community, province or territory, country and world. Emphasis is placed on encouraging students to participate effectively in classroom discussions and decisions and to develop mapping skills, learn geographical terminology, and further enhance writing skills. Through investigations, they will gather, organize, analyze, and present information. The program aims at ensuring that students understand the basic concepts of History and Geography. Through continual development of their skills, strategies and habits of mind required for effective inquiry and communication, students are able to successfully apply and relate the knowledge acquired to the world outside the classroom. Through a variety of activities specific to both strands and topics, these goals are achieved simultaneously in a concrete, practical context through learning activities that combine the acquisition of knowledge with the application of various skills, including inquiry/research skills, map and globe skills, and communication skills.

Part 1 - Geography

The Grade 7 geography curriculum also focuses on physical patterns and how they affect human activity. Students recognize patterns as an essential concept in geography. As well, students examine the various ways resources are used and the environmental implications of their use. Students demonstrate an understanding of the impact technology has on natural resources. The areas of study include: The Themes of Geographic Inquiry, Patterns in Physical Geography, and Natural Resources

Students are introduced to foundational concepts, methods, and skills of geographic study through an exploration of the five essential themes of geography: location/place, environment, region, interaction, and movement. Students investigate current local, national, or global environmental issues and events to extend their understanding of these themes. Students explore how physical features, climate, and vegetation interact to form patterns on the earth's surface. They investigate the natural forces that contribute to these patterns and identify and explore relationships between natural and human systems. They also analyse and explain a variety of human responses to the physical environment. Students explore the many ways that people acquire and use natural resources, and the environmental impact of

these actions. They discover how factors such as demand and accessibility determine the importance of resources. They also examine various ways in which human activity affects the sustainability of natural resources.

Part 2 - History

In Grade 7, the study of history focuses on the development of Canada from the seventeenth to the early nineteenth century. Students investigate the contributions of significant groups and individuals and develop an understanding of Canada's European roots. They study the early settlements of North America and their impact on the First Nation peoples and on English-French relations. They examine the economic, social, and political challenges facing New France and British North America, as well as the course of conflict and change in the two colonies that culminated in the rebellions of 1837–38. Emphasis is placed on the development of critical thinking skills, including the ability to examine issues from more than one point of view. The main areas of study include: Exploration and Colonization, New France, British North America and Conflict and Change.

Introduction to Computers 7

Students will learn the basic computer controls and operations, and the keyboard letters, punctuation, numbers, and symbols. The student will develop basic computer skills with emphasis in word processing, spreadsheets, and presentation graphics. The student will apply skills learned by creating, editing, storing, and printing spreadsheet, presentation graphics, and word processing documents. This course is intended to give students hands on computer experience that focuses on the use of a computer as a tool for learning. Students will become aware of the “every day” use of computers through an in-depth analysis and exploration of computers in society.

Spelling Grammar 7

The aim of this course is to provide the means that will enable the student to understand the process of writing. The student will learn to apply conventions of language in order to express ideas, feelings, and information clearly and precisely. Listening and speaking skills will also develop as the student learns to communicate more freely using bias-free language. The student will know how to direct questions and talk through ideas to clarify

thinking, promote reflection, and generate ideas for written work. Spelling, grammar and composition are consistently interwoven over a five-day cycle to help the student reach his/her potential in English language skills

Visual Arts

The Grade 7 art program is history and skill based, stressing the viewing and discussion of important works and the techniques to express oneself artistically. Studio projects are based on the periods studied and highlight important styles and artists from the Prehistoric to Modern art periods. Students have the opportunity to work with a variety of media. They develop projects using their understanding of the elements of design. The main goal of the Visual Arts program is to allow students the opportunity to explore creative issues and develop the skills and confidence necessary to express their ideas.

The overall aims are to nurture a positive attitude to and an understanding of the role of art; nurture a positive attitude and interest in all art and art history; encourage the students to continue to express themselves through their art throughout their lives. In developing the ability to analyse and describe works of art from various historical periods and in different styles, they will also learn to understand and appreciate a wide variety of art works. Furthermore, students will understand the value of “learning to look” (to draw); develop creative design skills and visual literacy in the arts; analyze and interpret artworks, giving evidence to support opinions; and to understand the expressive potential of the elements of design and principles of design.

Physical and Health Education 7

This course focuses on the importance of regular physical activity and appropriate life style choices. Students will be given an opportunity to participate in a variety of physical activities that promote life-long healthy active living. The health program follows the ideals of overall wellness and will cover issues such as decision making, sexual education and substance use and abuse. Students participate on a regular basis in physical activities that maintain or improve physical fitness. Through a balance of activities, students build strength, endurance, flexibility, balance and co-ordination, as well as develop creative expression, freedom of movement, problem solving skills and the ability to work as a team to reach a common goal. are to develop creativity, confidence and physical fitness; develop gross and fine motor skills; develop hand-eye co-ordination; develop an appropriate degree

of balance, strength, flexibility, agility, endurance, power, speed and effort; work independently and co-operate well with others; use equipment and compete safely; demonstrate positive sportsmanship at all times; promote spirit in fair play and team play; promote other social skills such as following directions, decision-making, communication with others and leadership. Students also relate healthy living to body image and self-esteem. They discuss age-appropriate matters related to sexuality, harassment, personal safety, and peer pressure related to substance use and abuse. The course promotes body awareness, self-confidence and helps children recognize and enjoy the value of physical fitness and good health.

Course Descriptions for Grade 8

English 8

This course will involve; creative writing, essay writing, short story and poetry reading, reading response activities, and journal writing. This course is aimed at enhancing the student's knowledge and appreciation of the literary and cultural aspects of the English language. It is designed to build upon the student's basic language skills so as to enable them to express their feelings and opinions coherently both in formal and creative writing and in oral presentation. Students will be encouraged to read, write and think critically.

Introduction to Computers 8

Students will learn the basic computer controls and operations, and the keyboard letters, punctuation, numbers, and symbols. The student will develop basic computer skills with emphasis in word processing, spreadsheets, and presentation graphics. The student will apply skills learned by creating, editing, storing, and printing spreadsheet, presentation graphics, and word processing documents. This course is intended to give students hands on computer experience that focuses on the use of a computer as a tool for learning. Students will become aware of the "every day" use of computers through an in-depth analysis and exploration of computers in society.

Mathematics 8

Students will be expected to describe what they are doing in mathematics and explain why they are doing it. Problem-solving skills will be applied in all the strands. Mental math and estimation skills will be stressed as well as the proper use of the calculator. Specific expectations include finding area and perimeter of irregular two-dimensional shapes, determining surface area and volume of rectangular prisms, determining congruency and investigating tiling patterns, solving equations and evaluating simple expressions, using and applying their knowledge of probability, and operations with integers and measures of central tendencies.

French 8

In Grade 8, students continue to listen and talk about simple oral texts in structured and open-ended situations. They express ideas, feelings, and opinions in conversations and discussions, using learned language structures and a variety of vocabulary and expressions. As well, they write in a variety of forms adjusting language to suit the audience. They continue to identify and use the vocabulary and grammar conventions appropriate for this grade level in oral communication and in reading and writing.

Science 8

This course continues to allow students to increase their scientific knowledge in the disciplines of Biology, Physics and Environmental Studies. The students will learn scientific concepts and conduct investigations related to Fluids, Mechanical Efficiency, Cells, Tissues, Organs and Systems, and Water Systems. Research, experimentation, and scientific literacy remain integral parts of the program.

The course is built upon the scientific model of learning; that is, exploring inquiring, predicting, planning, collecting, deciding, communicating, evaluating, and applying data. Through the use of controlled variables, the construction of models and data interpretation, students are encouraged to observe, question, and manipulate elements of their environment.

Fine Arts 8

The first half of the course will include studio and art history components. The studio portion will focus on drawing, sketching and painting techniques through 2-D and 3-D activities. The historical art study will concentrate on

the exploration of the Seven Wonders of the Ancient World. The second half of the course will further explore the Seven Wonders through a variety of media and dramatic forms.

Physical and Health Education 8

In Physical Education, students continue to participate on a regular basis in physical activities that maintain or improve physical fitness. They apply a variety of sport specific skills related to balance, coordination, flexibility, power and speed, and develop various manipulation skills in sport situations. Students consider the adoption of personal goals that reflect the physical, emotional, interpersonal, and spiritual aspects of healthy living. They discuss living skills needed to respond to matters related to sexuality, drug use, and healthy eating habits.

The Physical Education program promotes body awareness, self-confidence and helps students recognize and enjoy the value of physical fitness and good health. Through a balance of activities, students build strength, endurance, flexibility, balance and co-ordination, as well as develop creative expression, freedom of movement, problem solving skills and the ability to work as a team to reach a common goal. In Grade 8, students are offered a variety of physical activities.

The aim of this course is the development of skills of various physical activities, increased awareness of a variety of health issues and the promotion of long-term healthy lifestyle concepts.

Social Studies 8

This Social Studies course aims at ensuring that students understand the basic concepts of social studies, history and geography. Through continual development of their skills, strategies and habits of mind required for effective inquiry and communication, students are able to successfully apply and relate the knowledge acquired to the world outside the classroom in these areas.

Part 1 - Geography

The study of geography focuses on patterns in human geography, economic systems, and migration. Students will explain population distribution and characteristics, and investigate how human activities are affected by these patterns. They examine economic systems and the economic relationships between Canada and the global community, as well as the major types of

migration and factors affecting human mobility. Students are introduced to human geography through an exploration of patterns and trends in population distribution, settlement, land use, employment, and levels of development. Students investigate population characteristics to identify correlations. They also reflect and report on the various aspects of demographics in Canada and other countries, including developing countries. Students explore the different types of economic systems and industrial activities and the factors that influence them. They investigate Canada's economic relationships from regional perspectives. They study processes of manufacturing and distribution, and compare aspects of economic development in different countries and communities. Students explore migration patterns and the many factors that influence relocation and mobility. They identify patterns of migration, and examine challenges and opportunities that migration presents to individuals and communities in Canada.

Part 2 - History

The students develop an understanding of events in Canada from the 1850s to 1914 and the events leading up to the beginning of the First World War. They investigate the formation of the Canadian nation and its subsequent expansion. They also examine some of the individuals, groups, and movements promoting political and social change in the early twentieth century. Emphasis is placed on the development of critical-thinking skills, including the ability to examine issues from more than one point of view.

Integrated Technologies 8

This course enables students to understand the technological and computer concepts they will need in order to design, develop, and build usable products or to deliver services, as well as to pursue further technological studies. Students will use the technological design process and a variety of tools and software to solve problems, complete projects, and strengthen their communication skills.

The course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

Course Selection Process - Grades 9 to 12

Each semester, most students sign up for four full-credit courses. A maximum of eight credits per year are permitted. Course selection should reflect abilities and interests, but must also relate to the student's immediate and long-term goals. We provide guidance to all students and can make course recommendations, but the ultimate choice is the responsibility of the student and his/her parents. Here are some things to keep in mind:

- Certain courses are compulsory (see Requirements for OSSD).
- Choosing courses from a broad variety of disciplines allows more educational and occupational options in the future.
- All courses are open to qualified students regardless of age, sex or ethnic background.
- Students are encouraged to take more than the thirty required courses.
- Studying a foreign language can provide increased job opportunities later.
- Universities and colleges often specify essential courses. For example, many university programs require one or two Grade 12 mathematics credits.
- Carefully check admission requirements. All Grade 11 and 12 results are disclosed on student transcripts.

If you have questions or concerns about academic requirements please speak to your Teacher-advisor, the Guidance Centre or the Principal. Proper preparation is essential in helping you make the appropriate course selections given an intended career path.

Requirements for the Ontario Secondary School Diploma (OSSD)

The Ontario system requires students to earn at least 30 credits to get the Ontario Secondary School Diploma:

Compulsory Credits [Total of 18]

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (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 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics

Plus one credit from each of the following groups:

- 1 additional credit (**group 1**): additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education
- 1 additional credit (**group 2**): additional credit in health and physical education, or the arts, or business studies, or French as a second language, or cooperative education
- 1 additional credit (**group 3**): additional credit in science (Grade 11 or 12), or technological education, or French as a second language, or computer studies, or cooperative education

Under special circumstances, and with the approval of the Principal, substitutions may be made for up to 3 of the compulsory credits using courses from the remaining courses offered that meet the requirements for compulsory credits.

Elective Credits [Total 12]

- 12 elective credits selected from available courses

In addition to successfully earning 30 credits (18 compulsories and 12 electives) each student must also complete:

- 40 hours of Community Involvement Activities; and
- the Provincial Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC)

Types of Courses

In **Grades 9 and 10**, three types of courses are offered: academic, applied and open.

Open courses are courses suitable for all students and prepare them for further study that will enrich their education generally. Open courses are credit-based and counted towards diploma requirements.

Academic courses emphasize theory and abstract problems. They are designed to prepare students for Grade 11 and 12 university and university/college preparation courses.

Applied courses focus on practical applications and concrete examples. They are designed to prepare students for Grade 11 and 12 college and workplace preparation courses.

Note: All courses at Toronto Prep School with the exceptions of optional Mathematics 9 and 10 courses will be offered at only the Open or Academic level.

In **Grades 11 and 12**, four types of courses are offered:

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

College preparation courses are offered to prepare you to meet the entrance requirements for most college programs. Courses focus on practical applications and also examine underlying theories.

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

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

Note: All courses at Toronto Prep School will be offered at the College, University/College or University level, there will be no Workplace courses.

Note: Transfer courses will enable students who alter their post secondary plans to move from one destination course to another (e.g. college preparation to university preparation).

Understanding the Course Codes

Toronto Prep's courses are labeled according to the Ontario Ministry of Education's coding system. The code consists of five characters (e.g. ENG1D):

- The first three characters represent the discipline, the subject, and the course.
- The fourth character represents the grade:
1, 2, 3 or 4 where "1" refers to Grade 9, "2" refers to Grade 10, "3" refers to Grade 11 and "4" refers to Grade 12
or A, B, C, D or E where "A" refers to Level 1, "B" refers to Level 2, "C" refers to Level 3, "D" refers to Level 4 and "E" refers to Level 5. Letters represent proficiency in a language course .
- The last character represents the course type. Most courses at Toronto Prep use D, M, U or O:
 - "O" refers to OPEN – A course open to all levels.
 - "D" refers to ACADEMIC – A Grade 9 or 10 academic course for students planning on future post-secondary education.
 - "M" refers to UNIVERSITY/COLLEGE – A senior course in preparation for university or college.
 - "U" refers to UNIVERSITY – A senior course preparing the student for university.

Definition of a Credit

A credit is granted in recognition of the successful completion of that has been scheduled for a minimum of 110 hours. Credits are granted by the Principal on behalf of the Minister of Education. A half-credit may be granted for a 55-hour part of a 110 hour Ministry-developed course. Half-credit courses must comply with Ministry requirements as outlined in the curriculum policy documents.

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.

Adding and Dropping Courses

The last day for adding a new course in the first semester is September 16. The last day on which a student may petition to drop a course without the mark being recorded on the Ontario Student Transcript is November 11. The last day for adding a new course in the second semester is February 10. The last day on which a student may petition to drop a course without the mark being recorded on the Ontario Student Transcript is April 20. Students may only drop a course after consultation with the Principal or Head of Admissions and the student's parents. The request must be made in writing.

Community Involvement Activities

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is in addition to the 30 credits needed to achieve an OSSD.

Students in collaboration with their parents and their Teacher-advisors will be able to choose their own community involvement activities, within the guidelines that will be provided by the Toronto Prep School. Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a form supplied by the school. Completion of the required 40 hours must be documented and submitted to the school by the student. 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 his or her 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 the Ministry for these activities.

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. Students may not fulfill the requirement through activities that are counted towards a credit, through paid work, or by assuming duties performed by a paid employee.

The Toronto Prep School will supply each student with the necessary form that is to be completed and will also provide the student body with a list of organizations where community service hours may be fulfilled.

The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities.

It should also be noted that Toronto Prep has also developed a Community Service Award system which goes beyond the standard set by the Ministry.

The Provincial Secondary School Literacy Requirement

Students must successfully complete the Ontario School Literacy Test (OSSLT) or complete the Ontario Secondary School Literacy Course (OSSLC) to be eligible for the OSSD. All students will take the Literacy test when in Grade 10. Students must pass the test in order to graduate, and their result is recorded on their student transcript. The test is based on the Ontario curriculum expectations for language and communication - particularly reading and writing - up to and including Grade 9.

The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy.

Students who have been eligible to write the OSSLT at least twice and have been unsuccessful at least once are eligible to fulfill the requirement through the Ontario Secondary School Literacy Course (OSSLC). The school will assist the student in enrolling for the OSSLC at another institution as necessary.

Accommodations

Students with special needs will have been identified previously and their classroom and other learning experiences will have been modified according to these needs. The accommodations made for these students in the OSSLT will reflect those made for them in their regular course work.

Deferrals

Students who are identified as requiring English Language Learners (ELL) may be allowed to defer the Literacy Test for up to one year. Any deferral must have the approval of the Principal. The decision to defer will be made in consultation with parents. For the 2011-2012 academic year this will mean sitting the Literacy test in March 2013 (this is the next time the OSSLT will be administered in Ontario).

Course Descriptions for Grade 9

Listed in alphabetical order starting with Compulsories and then followed by Electives:

English, Grade 9, Academic - Compulsory (ENG1D)

This course emphasizes analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including plays, short stories, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language.

Prerequisite: None

French (Core), Grade 9, Academic - Compulsory (FSF1D)

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

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

Geography of Canada, Grade 9, Academic - Compulsory (CGC1D)

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

Prerequisite: None

Healthy Active Living Education, Grade 9, Open - Compulsory (PPL1O)

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

Prerequisite: None

Principles of Mathematics, Grade 9, Academic - Compulsory (MPM1D)

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

Prerequisite: None

Science, Grade 9, Academic - Compulsory (SNC1D)

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

Prerequisite: None

Dramatic Arts, Grade 9, Open - Elective (ADA1O)

This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Prerequisite: None

Exploring Communications Technology, Grade 9, Open - Elective (TGJ1O)

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and post-secondary pathways leading to careers in the field.

Prerequisite: None

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open - Elective (GLS10)

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

Prerequisite: None

Music - Keyboard Music, Grade 9, Open - Elective (AMK10)

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. This course focuses on Keyboard Music. A keyboard attached to a computer will provide the mechanism for learning.

Prerequisite: None

Visual Arts, Grade 9, Open - Elective (AVI10)

This course offers 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 through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures.

Prerequisite: None

Course Descriptions for Grade 10

Listed in alphabetical order starting with Compulsories and then followed by Electives:

Grade 10 students may also choose electives from the Grade 11 or 12 lists if no prerequisites are required.

Canadian History Since World War I, Grade 10, Academic - Compulsory (CHC2D)

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

Prerequisite: None

Career Studies, Grade 10, Open - Compulsory (Half Course) (GLC2O)

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Prerequisite: None

Civics, Grade 10, Open - Compulsory (Half Course) (CHV2O)

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

Prerequisite: None

English, Grade 10, Academic - Compulsory (ENG2D)

This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyse and create effective media works. An important focus will be the thoughtful use of spoken and written language.

Prerequisite: English, Grade 9, Academic or Applied

Principles of Mathematics, Grade 10, Academic - Compulsory (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: Mathematics, Grade 9, Academic

Foundations for College Mathematics, Grade 10, Applied - Elected Compulsory (MFM2P)

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

Prerequisite: Mathematics, Grade 9, Academic or Applied

Science, Grade 10, Academic - Compulsory (SNC2D)

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

Prerequisite: Science, Grade 9, Academic or Applied

Communications Technology, Grade 10, Open - Elective (TGJ2O)

This course requires students to complete a range of communications technology projects. These may include creating printed stationery, short videos, computer-generated animations, and graphical information displays. Students will learn to transfer information using electronic, live, and graphic communications methods. The knowledge and skills they will develop will

provide a basis for careers in areas such as publishing, advertising, print production, animation, photography, and journalism.

Prerequisite: None

Dramatic Arts, Grade 10, Open - Elective (ADA2O)

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama, and will analyse and reflect on the experience.

Prerequisite: None

French (Core), Grade 10, Academic - Elective (FSF2D)

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

Prerequisite: Core French 9, Academic

Healthy Active Living Education, Grade 10, Open - Elective (PPL2O)

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

Prerequisite: None

Introduction to Business, Grade 10, Open - Elective (BBI2O)

This course introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. Students will also learn concepts and skills related to personal finance, entrepreneurship, and international business.

Prerequisite: None

Course Descriptions for Grade 11

Introduction to Computer Studies, Grade 10 Open - Elective (ICS20)

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

Prerequisite: None

Media Arts, Grade 10, Open - Elective (ASM20)

This course will develop students' artistic knowledge and skills by introducing them to current media arts technologies and processes. Student learning will include the analysis, appreciation, and production of media art, using a variety of traditional techniques (e.g., photography, film, photocopy art, video, analog sound recording) and emergent technologies (e.g., computer, digital camera, scanner, multimedia, animation).

Prerequisite: None

Visual Arts, Grade 10, Open- Elective (AVI20)

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting).

Prerequisite: None

Listed in alphabetical order starting with Compulsories and then followed by Electives:

Grade 11 students may also choose electives from the Grade 12 lists if no prerequisites are required or if they have fulfilled the prerequisites.

English, Grade 11, University Preparation- Compulsory (ENG3U)

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyse challenging texts from various periods; conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language.

Prerequisite: English, Grade 10, Academic

Functions, Grade 11, University Preparation - Compulsory (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

Functions and Applications, Grade 11, University/College Preparation (MCF3M) - Elected Compulsory

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

Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

Foundations for College Mathematics, Grade 11, College Preparation (MBF3C) - Elected Compulsory

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

Prerequisite: Foundations of Mathematics, Grade 10, Applied

American History, Grade 11, University Preparation - Elective (CHA3U)

This course examines the development of American social, political, and economic structures from colonial times to the present. Students will analyse the chronology of events and evaluate the roles played by specific individuals and groups throughout American history. Students will conduct research and analysis, and communicate, in a variety of ways, their knowledge and understanding of the country that is Canada's closest neighbour and most important cultural influence and economic partner.

Prerequisite: Canadian History Since World War 1, Grade 10, Academic or Applied

Biology, Grade 11, University Preparation - Elective (SBI3U)

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulation, the diversity of living things, and the anatomy, growth, and functions 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 - Elective (SCH3U)

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science.

Prerequisite: Science, Grade 10, Academic

Dramatic Arts, Grade 11, University/College Preparation - Elective (ADA3M)

This course requires students to create and to perform dramatic presentations. Students will analyse, interpret, and perform works of drama from various cultures, including Western plays from around 1900. Students will also do research on different acting styles and conventions for their presentations, create original works, and analyse the functions of playwright, director, actor, producer, designer, technician, and audience.

Prerequisite: Dramatic Arts, Grade 9 or 10, Open

Fashion Design, Grade 11, University/College Preparation - Elective (AWI3M)

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyze art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world. Students will learn about the world of Fashion Design, the development of industrial sewing skills, the study of the fashion curve and personal wardrobe planning.

Prerequisite: Visual Arts, Grade 9 or 10 Open

Financial Accounting Fundamentals, Grade 11, University/College Preparation - Elective (BAF3M)

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

Prerequisite: None

French (Core), Grade 11, University Preparation - Elective (FSF3U)

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Core French, Grade 10, Academic

Genocide: Historical and Contemporary Implications, Grade 11, College/University Preparation - (CHG38)

This course investigates examples of genocide in the twentieth and twenty-first centuries, including the Holocaust, Armenia, and Rwanda. Students will investigate the terms genocide, crimes against humanity, and war crimes and explore them through the lens of historical analysis. Students will examine identity formation and how “in groups” and “out groups” are created, including an analysis of how bias, stereotypes, prejudice, and discrimination impact on various groups. Throughout the course, students will gain an understanding of the role of perpetrator, victim, bystander, rescuer, opportunist, and resister. As the course unfolds students will be challenged to draw appropriate connections between the history of genocide and Canadian history.

Prerequisite: Canadian History Since World War 1, Grade 10, Academic or Applied

Healthy Active Living Education, Grade 11, Open - Elective (PPL30)

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students’ interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Prerequisite: None

Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation - Elective (HSP3M)

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

Prerequisite: None

Marketing: Goods, Services, Events, Grade 11, College Preparation - Elective (BMI3C)

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will

examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

Prerequisite: None

Media Arts, Grade 11, Open - Elective (ASM30)

This course emphasizes the development of the knowledge and skills required for the production of media art works (e.g., robosculture, photocopy art, computer animation with synthesized sound). Students will develop an appreciation of the history of media arts through analysing specific works, and will create media art works using a variety of technologies (e.g., digital camera, photo-imaging software, computer-modelling software, synthesizer, videotape, multi-track sound recording).

Prerequisite: Any Grade 9 or 10 course in the Arts

Media Studies, Grade 11, Open - Elective (EMS30)

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

Prerequisite: English, Grade 10, Academic or Applied

Personal and Fitness Activities, Grade 11, Open - Elective (PAF30)

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable fitness focused activities. This course will teach the student about weight training, cardiovascular training, strength and endurance as well as flexibility training and nutrition. Students will be encouraged to develop and follow their own gym fitness plan and will be given the tools to achieve their healthy fitness goals. The student will determine the emphasis of his/her program. Fitness levels will be monitored regularly. Evaluation will be based on the student’s ability to reach goals established jointly with the teacher, effort, participation, and record keeping. Health components follow the PPL30 course so therefore, both courses cannot be taken for credit. Students will gain decision-making skills, improve communication skills and develop organizational skills.

Prerequisites: None

Photography, Grade 11, University/College Preparation - Elective (AWQ3M)

This course focuses on studio activities in digital photography studies. Students will create art works that explore a wide range of subject matter, and will evaluate art works, providing grounds for their aesthetic judgments. They will also examine historical, stylistic, and cultural contexts of Western art (including Canadian art) and art from various world cultures to support their study of specific media. This course will involve the use of a digital camera, laptop computer, shooting and digital photo techniques using Photoshop CS or CS2. Required equipment: Digital camera (minimum 3 megapixel, 5 megapixel or higher ideal) and a laptop computer.

Prerequisite: Any Arts Course

Physical Geography: Patterns, Processes, and Interactions, Grade 11 University/College Preparation - Elective (CGF3M)

This course examines the main elements of the physical environment (climate, soils, landforms, oceans, vegetation), the processes that shape them, and the relationship between the environment and human beings. Students will apply a wide range of geographic tools and methods to explore the distribution and ongoing evolution of the elements of the physical environment on a variety of scales, from local to global.

Prerequisite: Geography of Canada, Grade 9, Academic or Applied

Physics, Grade 11, University Preparation - Elective (SPH3U)

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyse 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

The Individual and the Economy, Grade 11, University/College Preparation - Elective (CIE3M)

This course explores economic concepts relating to the Canadian economic system that will help students make informed decisions about how to use resources to satisfy wants and needs. Students will use economic concepts and models, as well as methods of economic inquiry, to analyse the choices they will make during their lives as consumers, contributors, and citizens in a mixed economy.

Prerequisite: Canadian History Since World War 1, Grade 10, Academic or Applied

Understanding Canadian Law, Grade 11, University/College Preparation - Elective (CLU3M)

This course explores legal issues that directly affect students' lives. Students will acquire a practical knowledge of Canada's legal system and learn how to analyse legal issues. They will also be given opportunities to develop informed opinions on legal issues and to defend those opinions and communicate legal knowledge in a variety of ways and settings, including legal research projects, mock trials, and debates.

Prerequisite: Canadian History Since World War 1, Grade 10, Academic or Applied

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

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyse art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world.

Prerequisite: Visual Arts, Grade 9 or 10, Open

World History to the Sixteenth Century, Grade 11, University/College Preparation - Elective (CHW3M)

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with particular regard to the political, cultural, and economic structures and historical forces that form the foundation of the modern world. They will examine the influence of selected individuals and groups, as well as of particular innovations, and will develop skills of historical inquiry, organization, analysis, and communication.

Prerequisite: Canadian History Since World War 1, Grade 10, Academic or Applied

World Religions: Beliefs, Issues, and Religious Traditions, Grade 11, University/College Preparation - Elective (HRT3M)

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

Prerequisite: None

Course Descriptions for Grade 12

Listed in alphabetical order starting with Compulsories and then followed by Electives:

English, Grade 12, University Preparation - Compulsory (ENG4U)

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.

Prerequisite: English, Grade 11, University Preparation

Advanced Functions, Grade 12, University Preparation - Elective (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

Analysing Current Economic Issues, Grade 12, University Preparation - Elective (CIA4U)

This course explores the choices that individuals and societies make about the use of resources in a competitive global economy. Students will use economic concepts and models, as well as methods of economic inquiry, to analyse current economic issues and make informed economic choices based on their analysis.

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Biology, Grade 12, University Preparation - Elective (SBI4U)

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

Prerequisite: Biology, Grade 11, University Preparation

Calculus and Vectors, Grade 12, University Preparation - Elective (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 Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Canadian and International Law, Grade 12, University Preparation - Elective (CLN4U)

This course explores elements of Canadian law and the role of law in social, political, and global contexts. Students will learn about the connections between the historical and philosophical sources of law and issues in contemporary society. They will also learn to analyse legal issues, conduct independent research, and communicate the results of their inquiries in a variety of ways.

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation - Elective (CGW4U)

This course draws on geographic concepts, skills, methods, and technologies to analyse significant issues facing Canadians as citizens of an interdependent world. Students will examine the challenges of creating a sustainable and equitable future through the study of a range of topics, including economic interdependence, geopolitical conflict, regional disparities in the ability to meet basic human needs, and protection of the planet's life-support systems.

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Canadian and World Politics, Grade 12, University Preparation - Elective (CPW4U)

This course examines national and international political issues from a variety of perspectives. Students will learn about the rights and responsibilities of individuals, groups, and states within the international community; analyse the different ways in which Canada tries to settle its conflicts with other nations; and evaluate the role of nationalist and internationalist ideologies in shaping relations among states.

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Challenge and Change in Society, Grade 12, University/College Preparation - Elective (HSB4M)

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Chemistry, Grade 12, University Preparation - Elective (SCH4U)

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

Prerequisite: Chemistry, Grade 11, University Preparation

Dramatic Arts, Grade 12, University/College Preparation- Elective (ADA4M)

This course requires students to experiment with forms and conventions in dramatic literature, and to create/adapt and present dramatic works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods, and apply their knowledge of these in analysing and interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures.

Prerequisite: Dramatic Arts, Grade 11, University/College Preparation or Open

Earth and Space Science, Grade 12, University Preparation - Elective (SES4U)

This course focuses on the Earth as a planet, and on the basic concepts and theories of Earth science and their relevance to everyday life. Students will examine the Earth's place in the solar system and, after a general introduction to Earth science, will explore in more detail the materials of the Earth, its internal and surficial processes, and its history. The course draws on astronomy, biology, chemistry, mathematics, and physics in its consideration of geological processes that can be observed directly or inferred from other evidence.

Prerequisite: Science, Grade 10, Academic

Exercise Science, Grade 12, University Preparation - Elective (PSE4U)

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

Prerequisite: Any Grade 11 university or university/college preparation course in Science, or any Grade 11 or 12 open course in Health and Physical Education

Fashion Design, Grade 12, University/College Preparation, Elective (AWI4M)

Students will continue to study the fashion figure, using it as a basis for designing garments. They will continue the study of textile art, jewelry creation, and illustration. Students will develop a basic knowledge of pattern design. With these skills students will solve design problems. The emphasis of this course is on developing skills to enable students to enter a college fashion program. Students will produce a body of work demonstrating a personal approach. Students will expand their knowledge of the world of Fashion Design, as well as expand their sewing skills. With a focus on Portfolio development the students will create a proposal for a body of work that relates to a specific aspect of the Fashion Industry.

Prerequisite: AWI3M and basic sewing skills

Financial Accounting Principles, Grade 12, University/College Preparation - Elective (BAT4M)

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

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

French (Core), Grade 12, University Preparation - Elective (FSF4U)

This course draws on a variety of themes to promote extensive development of French language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of

texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Core French, Grade 11, University Preparation

Individuals and Families in a Diverse Society, Grade 12, University/College Preparation - Elective (HHS4M)

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

International Business Fundamentals, Grade 12, University/College Preparation - Elective (BBB4M)

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

Prerequisite: Any university, university/college, or college preparation course in Business Studies or Canadian and World Studies

Mathematics of Data Management, Grade 12, University Preparation - Elective (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

Personal and Fitness Activities, Grade 12, Open - Elective (PAF4O)

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable fitness focused activities. This course will teach the student about weight training, cardiovascular training, strength and endurance as well as flexibility training and nutrition. Students will be encouraged to develop and follow their own gym fitness plan and will be given the tools to achieve their healthy fitness goals. The student will determine the emphasis of his/her program. Fitness levels will be monitored regularly. Evaluation will be based on the student's ability to reach goals established jointly with the teacher, effort, participation, and record keeping. Students will gain decision-making skills, improve communication skills and develop organizational skills.

Prerequisites: None

Philosophy: Questions and Theories, Grade 12, University Preparation - Elective (HZT4U)

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

Prerequisite: Any university, university/college, or college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Physics, Grade 12, University Preparation - Elective (SPH4U)

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics.

Prerequisite: Physics, Grade 11, University Preparation

The Environment and Resource Management, Grade 12 University/College Preparation - Elective (CGR4M)

This course investigates the complexity and fragility of ecosystems and the effects of human activities on them. Students will study the principles of sustainability and resource management and evaluate various approaches to achieving a more sustainable relationship between the environment, society, and the economy.

Prerequisite: Any university, university/college, or college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

The Writer's Craft, Grade 12, University Preparation - Elective (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

Visual Arts, Grade 12, University/College Preparation - Elective (AVI4M)

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach.

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

World History: The West and the World, Grade 12, University Preparation - Elective (CHY4U)

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. The skills and knowledge developed in this course will enable students to understand and appreciate both the character of historical change and the historical roots of contemporary issues.

Prerequisite: Any university, university/college, or college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

The Arts

Grade	Course Name	Course Code	Course Type	Course Category	Prerequisites
Dramatic Arts					
9	Dramatic Arts	ADA10	Open	Elective	None
10	Dramatic Arts	ADA20	Open	Elective	None
11	Dramatic Arts	ADA3M	University/College	Elective	Grade 9 or 10 Dramatic Arts, Open
12	Dramatic Arts	ADA4M	University/College	Elective	Grade 11 Dramatic Arts, University/College
Media Arts					
10	Media Arts	ASM20	Open	Elective	None
11	Media Arts	ASM30	Open	Elective	Any Grade 9 or 10 course in the Arts
Visual Arts					
9	Visual Arts	AVI10	Open	Elective	None
10	Visual Arts	AVI20	Open	Elective	None
11	Visual Arts	AVI3M	University/College	Elective	Grade 9 or 10 Visual Arts, Open
12	Visual Arts	AVI4M	University/College	Elective	Grade 11 Visual Arts, University/College
Fashion					
11	Fashion Design	AWI3M	University/College	Elective	Any Grade 9 or 10 course in the Arts
12	Fashion Design	AWI4M	University/College	Elective	Grade 11 Fashion Design
Photography					
11	Photography	AWQ3M	University/College	Elective	Any Grade 9 or 10 course in the Arts
Music					
9	Music - Keyboard Music	AMK10	Open	Elective	None

Business Studies

Grade	Course Name	Course Code	Course Type	Course Category	Prerequisites
Business Studies					
10	Introduction to Business	BBI2O	Open	Elective	None
International Studies					
12	International Business Fundamentals	BB4M	University/College	Elective	Any University/College or College Preparation course in Business Studies or Canadian and World Studies
Marketing					
11	Marketing: Goods, Services, Events	BMI3C	College	Elective	None
Accounting					
11	Financial Accounting Fundamentals	BAF3M	University/College	Elective	None
12	Financial Accounting Principles	BAT4M	University/College	Elective	Financial Accounting Fundamentals Grade 11, University/College

Canadian and World Studies

Grade	Course Name	Course Code	Course Type	Course Category	Prerequisites
Civics					
10	Civics	CHV20	Open	Compulsory	None
Economics					
11	The Individual and the Economy	CIE3M	University/College	Elective	Grade 10 Canadian History Since World War 1, Academic or Applied
12	Analysing Current Economic Issues	CIA4U	University	Elective	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
Geography					
9	Geography of Canada	CGC1D	Academic	Compulsory	None
11	Physical Geography: Patterns, Processes, and Interactions	CGF3M	University/College	Elective	Grade 9 Geography of Canada, Academic or Applied
12	Canadian and World Issues: A Geographic Analysis	CGW4U	University	Elective	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
12	The Environment and Resource Management	CGR4M	University/College	Elective	Any university or university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

Canadian and World Studies

Grade	Course Name	Course Code	Course Type	Course Category	Prerequisites
History					
10	Canadian History Since World War 1	CHC2D	Academic	Compulsory	None
11	Genocide: Historical and Contemporary Implications	CHG38	University/College	Elective	Grade 10 Canadian History Since World War 1, Academic or Applied
11	American History	CHA3U	University	Elective	Grade 10 Canadian History Since World War 1, Academic or Applied
11	World History to the Sixteenth Century	CHW3M	University/College	Elective	Grade 10 Canadian History Since World War 1, Academic or Applied
12	World History: The West and the World	CHY4U	University	Elective	Any university or university/college preparation course in Canadian and world studies, English or social sciences and humanities
Law					
11	Understanding Canadian Law	CLU3M	University/College	Elective	Grade 10 Canadian History Since World War 1, Academic or Applied
12	Canadian and International Law	CLN4U	University	Elective	Any university or university/college preparation course in Canadian and world studies, English or social sciences and humanities
Politics					
12	Canadian and World Politics	CPW4U	University	Elective	Any university or university/college preparation course in Canadian and world studies, English or social sciences and humanities

Computer Studies

Grade	Course Name	Course Code	Course Type	Course Category	Prerequisites
Computer Studies					
9	Exploring Communications Technology	TGJ10	Open	Elective	None
10	Communication Technology	TGJ20	Open	Elective	None
10	Introduction to Computer Studies	ICS20	Open	Elective	None

English

English

9	English	ENG1D	Academic	Compulsory	None
10	English	ENG2D	Academic	Compulsory	Grade 9 English, Academic or Applied
11	English	ENG3U	Academic	Compulsory	Grade 10 English, Academic
12	English	ENG4U	Academic	Compulsory	Grade 11 English, University

Optional Courses in English, Grades 11 and 12

11	Media Studies	EMS3O	Open	Elective	Grade 10 English, Academic or Applied
12	The Writer's Craft	EWC4U	University	Elective	Grade 11 English, University

French as a Second Language

French

9	Core French	FSF1D	Academic	Compulsory	Minimum of 600 hours of French instruction, or equivalent
10	Core French	FSF2D	Academic	Elective	Grade 9 French, Academic
11	Core French	FSF3U	University	Elective	Grade 10 French, Academic
12	Core French	FSF4U	University	Elective	Grade 11 French, University

Guidance and Career Education

Grade	Course Name	Course Code	Course Type	Course Category	Prerequisites
Guidance and Career Education					
9	Learning Strategies 1: Skills for Success in Secondary School	GLS10	Open	Elective	None
10	Career Studies	GLC20	Open	Compulsory	None

Health and Physical Education

Health and Physical Education					
9	Healthy Active Living Education	PPL10	Open	Compulsory	None
10	Healthy Active Living Education	PPL20	Open	Elective	None
10	Personal and Fitness Activity	PAF20	Open	Elective	None
11	Healthy Active Living Education	PPL30	Open	Elective	None
11	Personal and Fitness Activity	PAF30	Open	Elective	None
12	Personal and Fitness Activity	PAF40	Open	Elective	None
12	Exercise Science	PSE4U	University	Elective	Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 open course in health and physical education

Mathematics

Grade	Course Name	Course Code	Course Type	Course Category	Prerequisites
Mathematics					
9	Principles of Mathematics	MPM1D	Academic	Compulsory	None
10	Principles of Mathematics	MPM2D	Academic	Compulsory	Grade 9 Mathematics, Academic
10	Foundations for College Mathematics	MFM2P	Applied	Elective Compulsory	Grade 9 Mathematics, Academic or Applied
11	Functions	MCR3U	University	Compulsory	Grade 10 Principles of Mathematics, Academic
11	Functions and Applications	MCF3M	University/College	Elective Compulsory	Grade 10 Principles of Mathematics, Academic or Foundations for College Mathematics, Applied
11	Foundations of College Mathematics	MBF3C	College	Elective Compulsory	Grade 10 Foundations of Mathematics, Applied
12	Advanced Functions	MHF4U	University	Elective	Grade 11 Functions, University, or Grade 12 Mathematics for College Technology, College Preparation
12	Calculus and Vectors	MCV4U	University	Elective	Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).
12	Mathematics of Data Management	MDM4U	University	Elective	Grade 11 Functions, University, or Grade 11 Functions and Applications, University/College

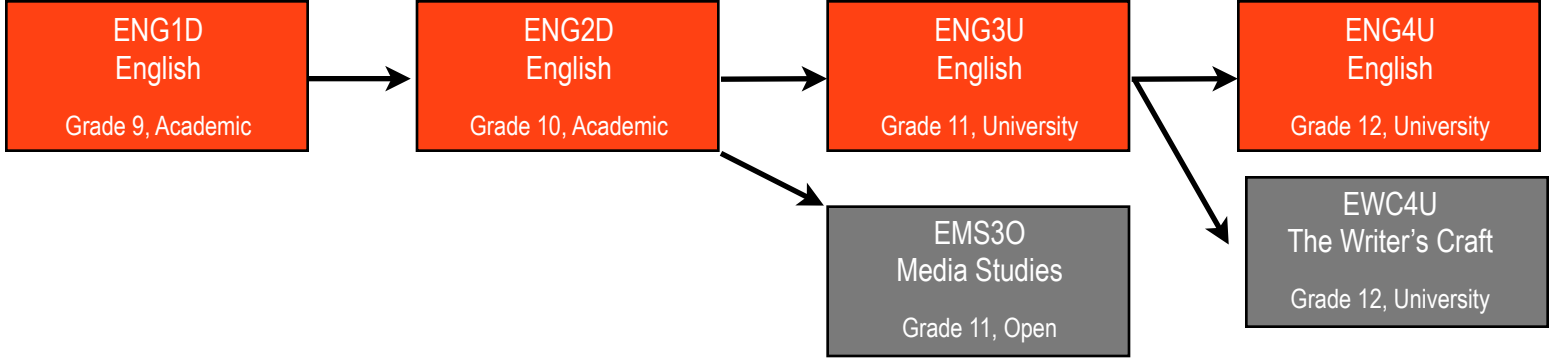
Science

Grade	Course Name	Course Code	Course Type	Course Category	Prerequisites
Science					
9	Science	SNC1D	Academic	Compulsory	None
10	Science	SNC2D	Academic	Compulsory	Grade 9 Science, Academic or Applied
Biology					
11	Biology	SBI3U	University	Elective	Grade 10 Science, Academic
12	Biology	SB14U	University	Elective	Grade 11 Biology, University
Chemistry					
11	Chemistry	SCH3U	University	Elective	Grade 10 Science, Academic
12	Chemistry	SCH4U	University	Elective	Grade 11 Chemistry, Academic
Earth and Space Science					
12	Earth and Space Science	SES4U	University	Elective	Grade 10 Science, Academic
Physics					
11	Physics	SPH3U	University	Elective	Grade 10 Science, Academic
12	Physics	SPH4U	University	Elective	Grade 11 Physics, University

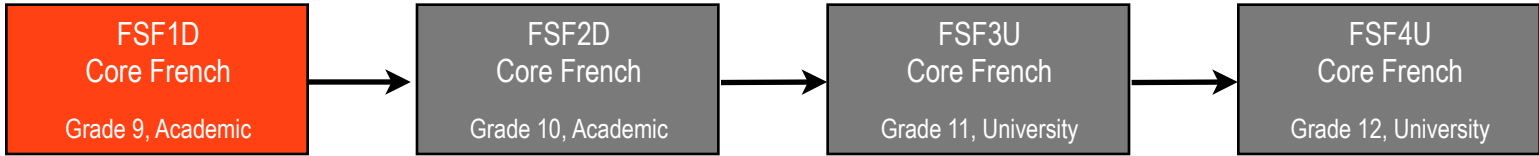
Social Sciences and Humanities

Grade	Course Name	Course Code	Course Type	Course Category	Prerequisites
Social Sciences and Humanities					
12	Individuals and Families in a Diverse Society	HHS4M	University/College	Elective	Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies
General Social Science					
11	Introduction to Anthropology, Psychology, and Sociology	HSP3M	University/College	Elective	None
12	Challenge and Change in Society	HSB4M	University/College	Elective	Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies
Philosophy					
12	Philosophy: Questions and Theories	HZT4U	University	Elective	Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies
World Religions					
11	World Religions: Beliefs, Issues, and Religious Traditions	HRT3M	University/College	Elective	None

English

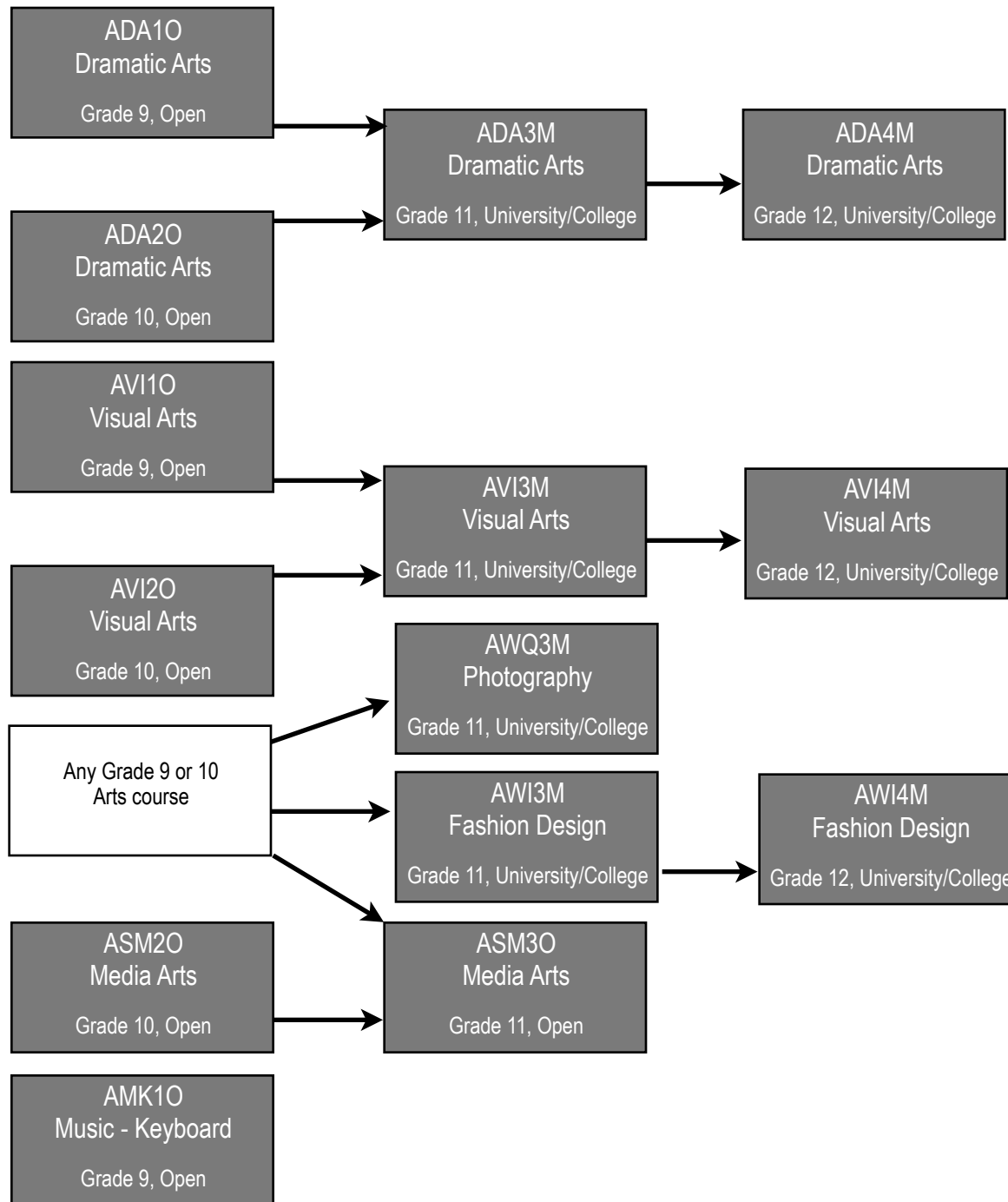


French



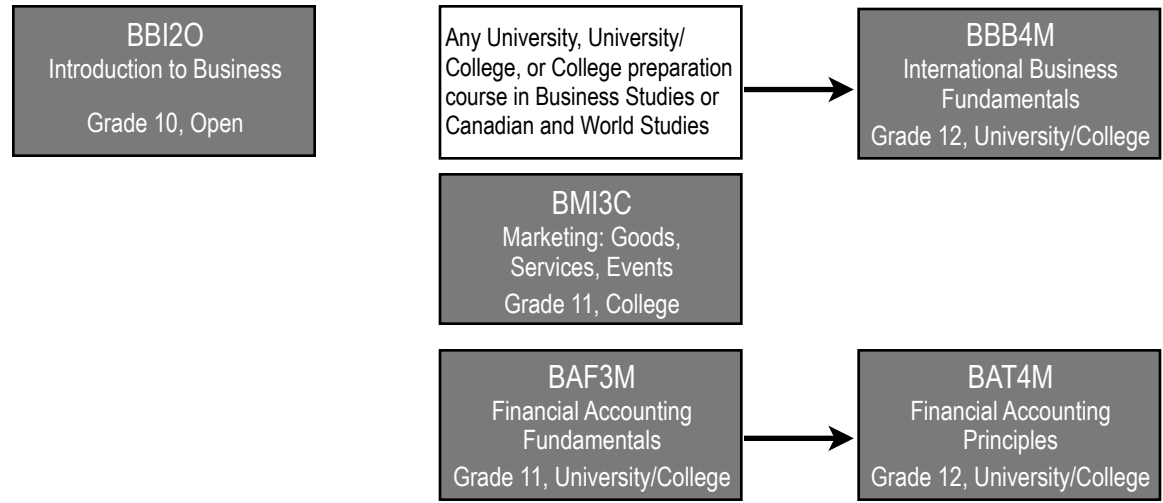
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 = elective course
 = allowance
 = prerequisite path

The Arts



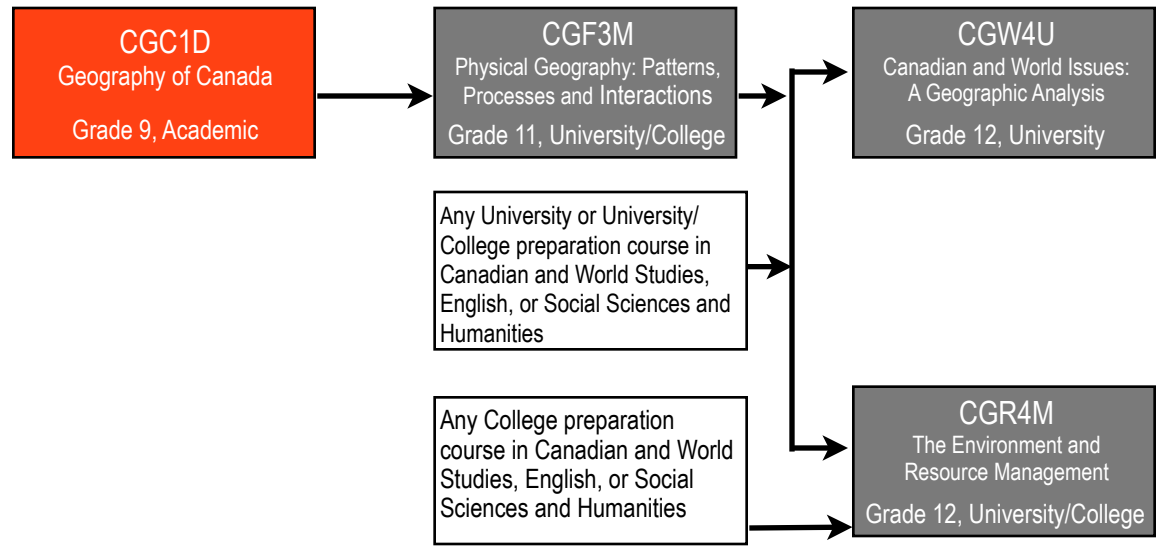
- = compulsory course
- = elective course
- = allowance
- = prerequisite path

Business Studies

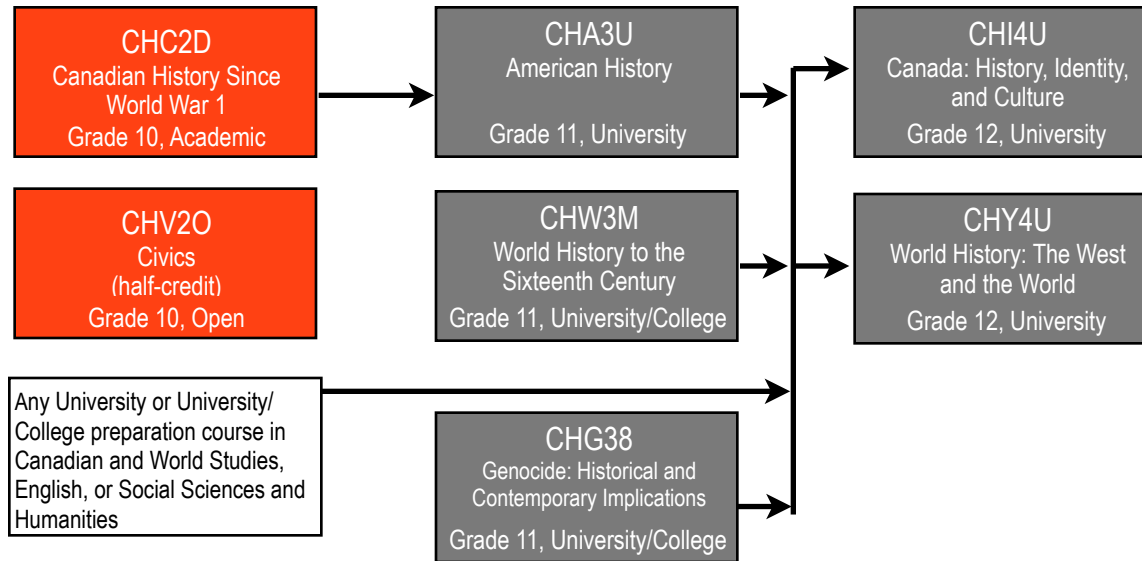


- = compulsory course
- = elective course
- = allowance
- = prerequisite path

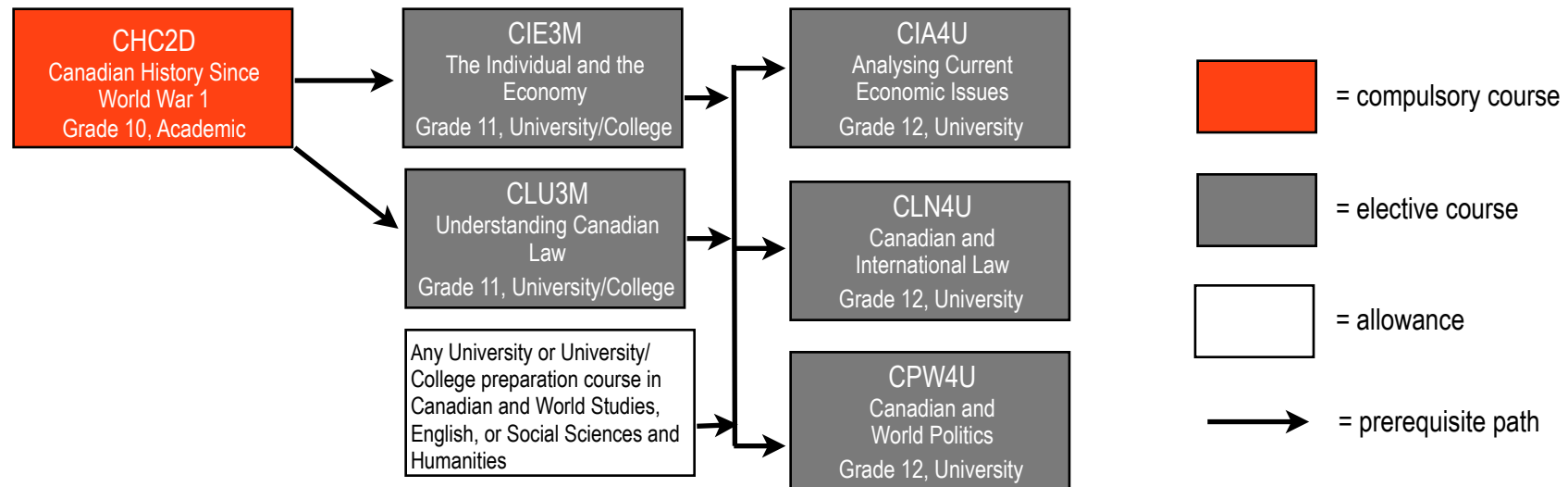
Canadian and World Studies - Geography



Canadian and World Studies - History (including Civics)



Canadian and World Studies - Economics, Law, and Politics



Guidance and Career Education

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

GLC20
 Career Studies
 (half-credit)
 Grade 10, Open

Health and Physical Education

PPL10
 Healthy Active
 Living Education
 Grade 9, Open

PPL20
 Healthy Active
 Living Education
 Grade 10, Open

PAF20
 Personal and Fitness
 Activities
 Grade 10, Open

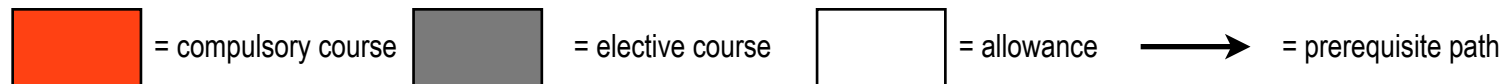
PPL30
 Healthy Active
 Living Education
 Grade 11, Open

Any University or University/
 College preparation course in
 Science.

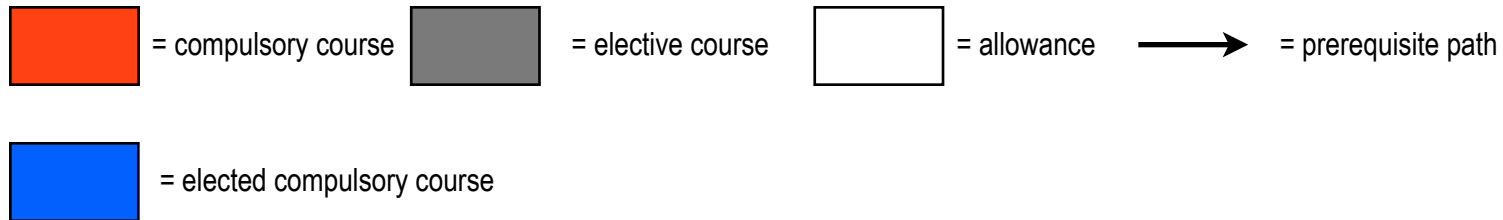
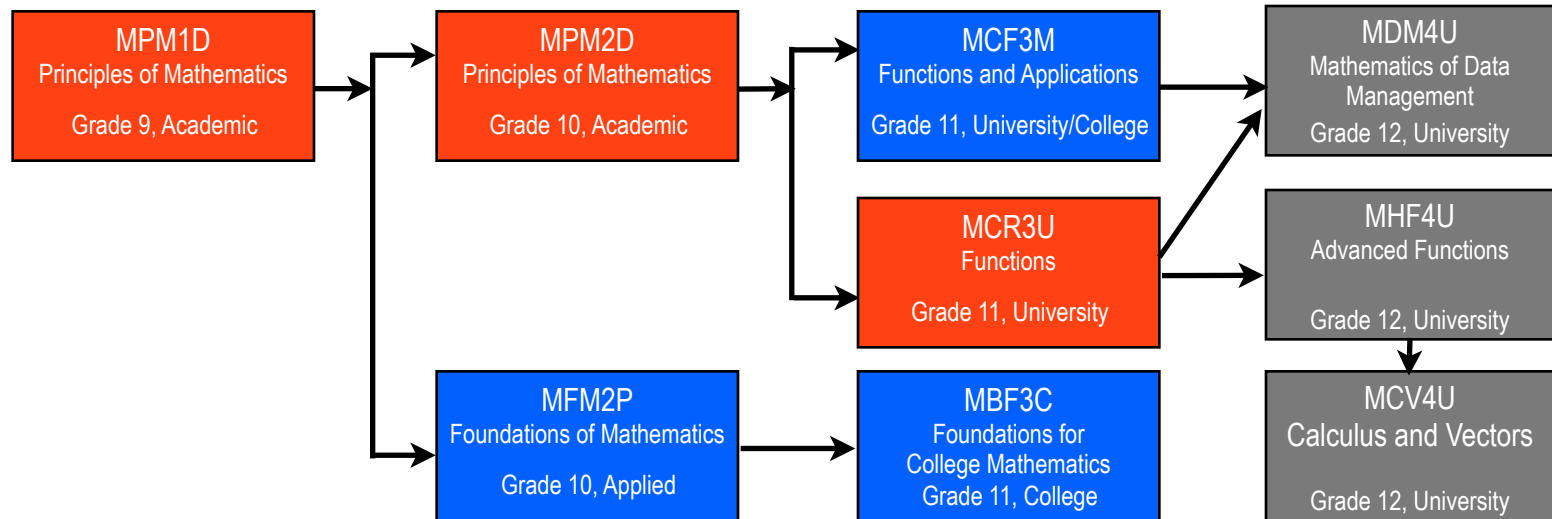
PAF30
 Personal and Fitness
 Activities
 Grade 11, Open

PSE4U
 Exercise Science
 Grade 12, University

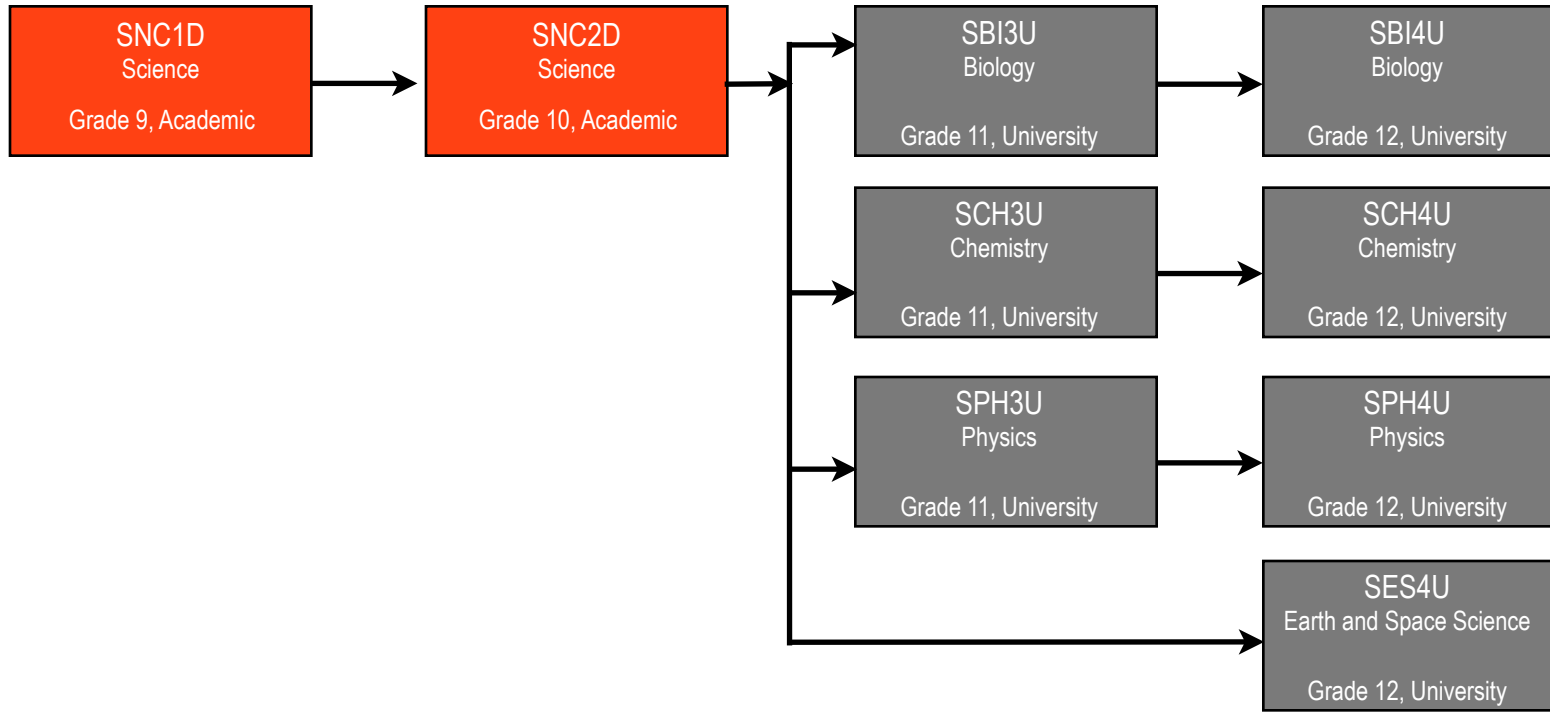
PAF40
 Personal and Fitness
 Activities
 Grade 12, Open



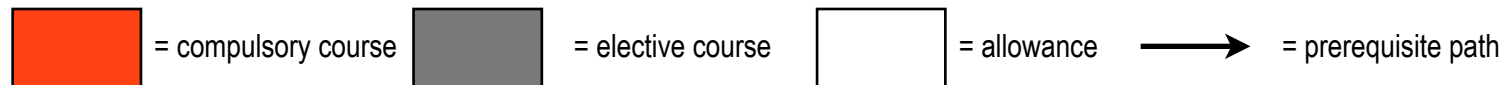
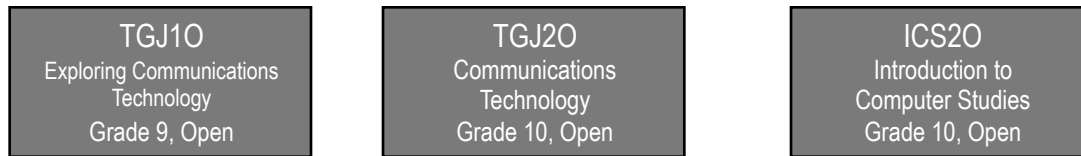
Mathematics



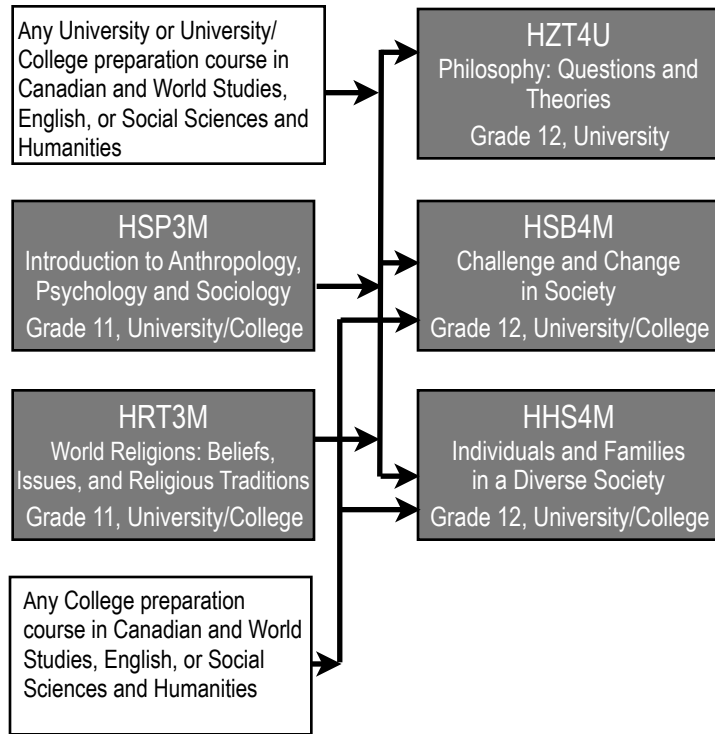
Science







Computer Studies



Social Sciences and Humanities



-  = compulsory course
-  = elective course
-  = allowance
-  = prerequisite path

Toronto Prep School Course Selection Form 2011-2012 - Grade 9

Grade 9 Courses	Course Code	Check Box
English (Compulsory)	ENG1D	✓
French* (Compulsory)	FSF1D	✓
Geography of Canada (Compulsory)	CGC1D	✓
Healthy and Active Living (Compulsory)	PPL1O	✓
Principles of Mathematics (Compulsory)	MPM1D	✓
Science (Compulsory)	SNC1D	✓
Dramatic Arts	ADA1O	
Exploring Communication Technology	TGJ1O	
Learning Strategies 1: Skill for Success in Secondary School	GLS1O	✓
Music	AMK1O	
Visual Arts	AVI1O	

Students who have obtained exemption from French will be offered Exploring Communication Technology as a substitute for this compulsory.

Toronto Prep School Course Selection Form 2011-2012 - Grade 10

Grade 10 Courses	Course Code	Check Box
Canadian History Since World War I (Compulsory)	CHC2D	✓
Career Studies (Compulsory)	GLC2O	✓
Civics (Compulsory)	CHV2O	✓
English (Compulsory)	ENG2D	✓
Principles of Mathematics (Compulsory)	MPM2D	
Foundations of Mathematics (Elected Compulsory)	MFM2P	
Science (Compulsory)	SNC2D	✓
Communication Technology	TGJ2O	
Dramatic Arts	ADA2O	
Introduction to Computer Studies	ICS2O	
Healthy and Active Living Education	PPL2O	
Introduction to Business	BBI2O	
Media Arts	ASM2O	
Personal Activity Fitness	PAF2O	
Visual Arts	AVI2O	

Students who have obtained the necessary prerequisites may enroll in Grade 11 courses given permission of their parents and the principal.

Toronto Prep School Initial Course Selection Form 2011-2012 - Grade 11

English and Mathematics are the only compulsory courses at the grade 11 level. Students must take English (ENG3U) and select between Functions (MCR3U) or Functions and Applications (MCF3M) course and choose 6 more optional courses. Grade 11 students may also choose electives from the Grade 12 lists if no prerequisites are required or if they have fulfilled the prerequisites.

Grade 11 Courses	Course Code	Check Box
English (Compulsory)	ENG3U	✓
Functions (Compulsory)	MCR3U	
Functions and Applications (Elected Compulsory)	MCF3M	
Foundations for College Mathematics (Elected Compulsory)	MBF3C	
American History	CHA3U	
Biology	SBI3U	
Chemistry	SCH3U	
Dramatic Arts	ADA3M	
Fashion Design	AWI3M	
Financial Accounting Fundamentals	BAF3M	
French	FSF3U	
Genocide and Crimes Against Humanity	CHG38	
Healthy and Active Living Education	PPL3O	

Grade 11 Courses	Course Code	Check Box
Introduction to Anthropology, Psychology and Sociology	HSP3M	
Marketing: Goods, Services, Events	BMI3C	
Media Arts	ASM3O	
Media Studies	EMS3O	
Personal Activity Fitness	PAF3O	
Photography	AWQ3M	
Physical Geography: Patterns, Processes, and Interactions	CGF3M	
Physics	SPH3U	
The Individual and the Economy	CIE3M	
Understanding Canadian Law	CLU3M	
Visual Arts	AVI3M	
World History to the Sixteenth Century	CHW3U	
World Religions: Beliefs, Issues and Religious Traditions	HRT3M	

Toronto Prep School Course Selection Form 2011-2012 - Grade 12

English	Course Code	Check Box
English (COMPULSORY)	ENG4U	✓
The Writer's Craft	EWC4U	
The Arts	Course Code	Check Box
Dramatic Arts 12	ADA4M	
Fashion Design 12	AWI4M	
Visual Arts 12	AVI4M	
Social Sciences and Humanities	Course Code	Check Box
Challenge and Change in Society	HSB4M	
Individuals and Families in a Diverse Society	HHS4M	
Philosophy: Questions and Theories	HZT4U	
French	Course Code	Check Box
French	FSF4U	
Health and Physical Education	Course Code	Check Box
Exercise Science	PSE4U	
Business Studies	Course Code	Check Box
Financial Accounting Principles	BAT3M	
International Business Fundamentals	BBB4M	

Science	Course Code	Check Box
Biology	SBI4U	
Chemistry	SCH4U	
Physics	SPH4U	
Earth and Space Science	SES4U	
Canadian and World Studies	Course Code	Check Box
Canadian and World Politics	CPW4U	
Canadian and World Issues: A Geographic Analysis	CGW4U	
World History: The West and the World	CHY4U	
The Environment and Resource Management	CGR4M	
Analysing Current Economic Issues	CIA4U	
Canadian and International Law	CLN4U	
Mathematics	Course Code	Check Box
Advanced Functions	MHF4U	
Calculus and Vectors	MCV4U	
Mathematics of Data Management	MDM4U	

English is the only compulsory course at the Grade 12 level. Students must take this course and choose 5 or more optional courses depending on credit totals at the end of Grade 11.

	Period 1	Period 2	Period 3	Period 4		Period 1	Period 2	Period 3	Period 4
7	Science 7	Spelling/Gra. 7	Visual Arts 7	Math 7		French 7	English Lit. 7	Phys. Ed. 7	Social Studies 7
						Intro Computers 7			
8	Math 8	Fine Arts 8	Social Studies 8	Science 8		English Lit. 8	Phys. Ed. 8	French 8	Integrated Tech 8
								Intro Computers 8	
9	Math 9	Math 9	Com. Tech 9	Phys. Ed. 9		English 9	English 9	Visual Arts 9	French 9
9	Geography 9	Geography 9	Learning Strat. 9	Learning Strat. 9		Science 9	Science 9	Drama 9/Music 9	Com. Tech 9
9	Visual Arts 9	Phys. Ed. 9	Math 9	Geography 9		Drama 9/10	French 9	Math 9	Phys. Ed. 9
		Science 9	English 9						
10	Math 10	History 10	Civics/Careers 10	Phys. Ed. 10		Visual Arts 10	English 10	Science 10	Intro to Biz 10
10	History 10	Math 10	Phys.Ed. 10	Civics/Careers 10		Drama 9/10	Science 10	English 10	Math 10 Applied
	Science 10	English 10	Computers 10	French 10		Com. Tech. 10	History 10	Math 10	Media Arts 10/11
	Math 10 Applied					Civics/Careers 10			
11	Phys. Ed. 11	English 11	Biology 11	English 11		Functions 11	Functions 11	History 16th 11	Media Arts 10/11*
11	Physics 11	Economics 11	Phys. Geog. 11	Anthropology 11		Fun. & App. 11	Marketing 11	Marketing 11	Visual Arts 11
11	English 11	French 11	Fashion Des. 11	Functions 11		English 11	Photography 11	Media Stud. 11	Chemistry 11
			Law 11	Drama 11/12		Genocide 11	Am. History 11	Accounting 11	World Relig. 11
12	Families 12	World Issues 12	Economics 12	Calculus 12		Law 12	English 12	Writer's Craft 12	Int. Biz 12
12	English 12	Earth/Space 12	Challenge 12	Earth/Space 12		English 12	World Hist. 12	Biology 12	Ex. Science 12
12	Chemistry 12	Ad. Functions 12	Ad. Functions 12	Visual Arts 12		Environment 12	Fashion Des. 12	Data 12	Philosophy 12
12	French 12	Data 12	English 12	Drama 11/12		Ad. Functions 12	Accounting 12	Politics 12	Physics 12
		Physics 12	Biology 12	English 12			Calculus 12	Calculus 12	Chemistry 12
		French 12 Ex							Families 12