

Curriculum Guide



2012-2013

TNS-Toronto New School offers courses based on the Ontario Ministry of Education Curriculum Guidelines leading to the Ontario Secondary School Graduation Diploma (OSSD) and Advanced Placement (AP) courses that provide enrichment and the opportunity to earn post-secondary credits while still in secondary school.

**“Where
teenagers
learn how to
think, not
what to
think.”**

1. Introduction

TNS-Toronto New School is an independent, semestered, co-educational, non-sectarian university preparatory secondary school, which offers courses based on the Ontario Ministry of Education Curriculum Guidelines leading to the Ontario Secondary School Graduation Diploma (OSSD) and Advanced Placement (AP) courses that provide enrichment and the opportunity to earn post-secondary credits while still in secondary school.

Mission

The Toronto New School is an intimate learning environment in which each student acquires confidence, intellectual tools, life skills and adaptable habits of mind. Our school encourages students to be themselves and recognizes that instruction is only effective when it can be attached to meaningful experience. We prepare students, better than all others, for success at the post-secondary level.

Philosophy

Our liberal arts and science ethos encourages cross-functional learning, Socratic dialogue and lifelong self-education. We believe that the principal barrier to teenage learning is boredom. We overcome this obstacle by promoting education as an ongoing conversation between student and teacher. The curriculum and culture of the school allow kids to be who they are. The dramatic result is that teachers connect with students and students connect with each other. There are no cliques. No judgments. No competition. And because our kids are on a first name basis with their teachers, there is a feeling of trust and accountability that translates into academic performance. After all, you cannot educate teens without their permission.

1.1 Selection of Courses

The TNS program includes several features designed to help students make appropriate educational choices and career plans. The Head of School and individual course teachers will help students to determine their interests, needs, and special strengths, and to explore the broad range of learning and employment opportunities open to them. Parents and students will select courses in collaboration with the Head of School. Course selections for students under the age of eighteen must be made with parental approval. Grade 8 students and their parents will be informed of the set program in Grade 9 and any accommodations to the timetable allowed by IEPs or relevant psycho educational assessment. In Grades 11 and 12, students will select the courses they need to attain their goals, basing their choices on decisions made during the annual review of their post-secondary goals and interests. Courses in the TNS curriculum are organized to provide clear educational paths for students, and to make it easier for students to select the appropriate courses. The provision of different types of courses leading to specific destinations allows students to acquire a solid core of theoretical and applied learning and to focus their learning on goals that have relevance for them.

1.2 The Organization of Secondary School Courses

The provision of different types of courses in the secondary school program is designed to provide all students with the essential knowledge and skills they will need in any area of endeavor, as well as the opportunity to specialize in areas that are related to their particular post-secondary goals. The types of courses offered, and their organization, provide for a graduated streaming of courses in Grades 9 to 12 that will keep options open for all students in the earlier grades and prepare students in senior grades for their future destinations.

Grade 9 and 10 Overview

In these years, students select an appropriate combination of academic and open courses in order to add to their knowledge and skills base, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. Students are not required to make binding decisions about a particular educational and career path. TNS will offer academic courses in the following curriculum areas: English, Mathematics, Science, History, Geography, and French as a second language (FSL). Open courses will be offered in the other Grade 9 and 10 subjects.

Academic Courses

Academic courses set high expectations for all students. They focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and by incorporating practical applications as appropriate.

Open Courses

Open courses in Grades 9 and 10 are offered in all subjects other than those offered as academic and applied. (For example, open courses are offered in visual arts, and health and physical education, but not in English, Mathematics, Science, and French as a second language, history, or geography.) An open course comprises a set of expectations that is suitable for all students at a given grade level. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12 and for productive participation in society.

Grade 11 and 12 Overview

In Grades 11 and 12, students will focus more on their individual interests, and identify and prepare for initial post-secondary goals. In these grades there are also more opportunities than in Grades 9 and 10 for learning experiences beyond the School. TNS will offer courses in two destination streams: university preparation courses and university/college preparation courses. The occasional college level course may be offered depending upon individual student need.

University Preparation Courses

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications. All university preparation courses will be based on rigorous Provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

University/College Preparation Courses

University/college preparation courses include content that is relevant for both university and college programmes. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

Advanced Placement Courses

TNS is pleased to offer Advanced Placement courses, equivalent to a first year university course and administered by The American College Board (Princeton, N.J.). By offering interested students the opportunity to enroll in AP courses and write AP examinations, we will enhance learning opportunities within the school as we strive for academic excellence. For details on the specific courses available, please contact our AP Coordinator.

1.3 A Note on Multi-type and Multi-grade Classes

Because of its size, it may not be feasible for TNS to offer separate classes in all subjects for the different types of courses. In such cases, a single class may be organized to serve more than one group of students, each group taking a different type of course in the same subject. Where only a few students in each grade are taking different types of courses in the same subject, groups of students in different grades may also be combined in one class. In such combined classes, the course objectives, the expectations, and the evaluation procedures for each type of course and for each grade will be clearly outlined, so that students and parents are aware of the curriculum expectations for each credit course.

2. Credit System

2.1 Granting Credits

A credit is granted when a course that has been scheduled for a minimum of 110 hours is successfully completed. 'Scheduled time' is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of the course. Planned learning activities include interaction between the teacher and student as well as assigned individual and/or group work, excluding homework. Half or partial credits may be offered for some courses and the amount of class room instruction will relate accordingly (e.g., a half credit equals 55 hours). Half a credit is granted upon the completion of the mathematics transfer course, MPM1H (Grade 9 applied to academic).

Pre-requisites

Pre-requisite courses are courses that contain prior knowledge in a specific subject area that must be obtained before entering courses at a later grade level.

Co-requisites

Co-requisite courses are courses that must be undertaken in conjunction with or before entering courses at a later grade level.

2.2 Substitutions

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the Secondary School Diploma, substitutions may be made for a limited number of compulsory credit courses using selections from the remaining courses offered by the school. The decision to make a substitution for a student will 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 Head of School will determine whether or not this should be made. The Head of School may also initiate consideration of whether a substitution should be made and will make his or her decision in consultation with the parent or adult student and appropriate school staff. An Application for Substitution for a Compulsory Credit Form will be completed by the affected parent, student and the Head of School and be placed in the OSR upon successful completion of the designated course.

Procedure

1. If a student wishes to substitute a compulsory credit, he/she must first discuss the reasons for doing so with the Head of School or Associate Head of School.
2. If after such discussion it is deemed reasonable, by the Head of School, for the student to proceed with the possibility of substituting a credit course the compulsory course substitution form is completed to document the substitution. The Parent/Guardian, and the Head of School/Associate Head of School sign and date it.
3. One copy of the signed substitution form is then filed in the Documentation file of the OSR and a copy is given to the parent/guardian
4. Each substitution is noted on the OST (Ontario Student Transcript).

**The Compulsory Course Substitution Form is available from the Head of school*

2.3 Exemption from Pre-requisite Courses

In order to allow flexibility in designing a student's program and to recognize that learning may have taken place outside the classroom, where the PLAR process is not applicable, exemption from a pre-requisite course may be made. The decision to make an exemption for a student will be made only if the student's educational interests are best served by such an exemption. If a parent or an adult student requests an exemption, the Head of School will determine whether or not this should be made, based on evidence of sufficient knowledge acquired by the student outside of the classroom. The Head of School may also initiate consideration of whether an exemption should be made and will make his or her decision in consultation with the parent or adult student and appropriate school staff. An Application for an Exemption from a Pre-requisite Course Form will be completed by the affected parent, student and the Head of School and be placed in the OSR.

Procedure

1. In cases where individual students or parents request exemption from a pre-requisite course, the Head of School will rule on the request.
2. The students or parents will meet with the Head or Associate Head of School to discuss the request. If deemed appropriate, and if it is agreed that the exemption could be granted, the student will fill out the **Exemption from Pre-requisite Course** form. The Parent/Guardian, and the Head of School will sign and date it.
3. A copy of the **Exemption from Pre-requisite Course** form will be placed in the **OSR**.

**The Exemption from a Pre-requisite Course Form is available from the Head of School*

3. Assessment, Evaluation and Reporting of Final Grades

3.1 Assessment and Evaluation

At TNS, all teachers are subject to the Assessment and Evaluation policies of the school in its implementation of the Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, policy document, September 2010.

Students are promoted by course rather than by grade and may be required to repeat all or portions of courses (compulsory and pre-requisite courses) on an individual basis when necessary. The School cannot overly stress the necessity of regular attendance and consistent daily work in order to maintain acceptable levels of achievement. The school may not grant credit to students in courses where attendance is unacceptable.

In addition to the Interim and Final Reports issued by TNS in each semester, students and parents are provided with regular progress reports. These anecdotal reports include

teacher comments on the student's strengths and weaknesses noting the areas in which improvement is required and the ways in which it might be achieved

The final grade in each course is determined by the combination of Term Work (70%) and Final Evaluation (30%) which in most cases includes a final examination. Evidence of student achievement for evaluation is collected over time from three different sources- observations, conversations, and student products. It is expected that both mathematical calculations and professional judgment will inform the determination of percentage marks. The breakdown of a student's grade is weighted according to the categories of knowledge and skill outlined in Ministry of Education curriculum documents. The weighting of the categories of knowledge and skill in each department shall be decided by the Department Head in consultation with Teachers and the Head of School. For a more detailed treatment of Assessment and Evaluation including examination procedures and policies, consult the *Toronto New School Assessment and Evaluation Manual*.

3.2 Reporting

Report Cards

The Ontario Report Card outlines student achievement based on the Ontario Curriculum documents. It provides information to parents about how their student's achievement and progress compare to Provincial expectations and standards. The preparation of reports and report cards is part of the ongoing communication between students, teachers and parents. The goal in providing a uniform grading procedure is to promote fairness in grading in every classroom across all disciplines.

Reporting Periods

At TNS, student achievement is reported formally four times per semester: In the first semester:

- Mid-October Achievement Tab (letter grade)
- the mid-term Anecdotal Report (percentage grade)
- January Achievement Tab (letter grade)
- the Final Report – late January

In the second semester reporting periods are:

- early March Achievement Tab (letter grade)
- Mid-term Anecdotal Report (percentage grade)
- May Achievement Tab (letter grade)

Report Card Comments

The comments will reflect the student's achievement of the curriculum expectations in each subject. Comments indicate student strengths, weaknesses and the next steps required to improve achievement. The teacher may suggest ways that student achievement can be supported at home.

Learning Skills

The Learning Skills section of the report card indicates how students learn rather than what they learn. These skills are critical for success at school and in life. Parents play a key role in developing and reinforcing these skills at home. The following are the six Learning Skills evaluated in each course and reported on the Secondary Provincial Report Card:

Responsibility

The student:

Fulfills responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed upon timelines; takes responsibility for and manages own behaviour.

Organization

The student:

Devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.

Independent Work

The student:

Independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.

Collaboration

The student:

Accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

Initiative

The student:

Looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others.

Self-regulation

The student:

Sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges

3.3 The Ontario Student Record (OSR)

The official school record is maintained for each student registered in an Ontario school. Each OSR contains achievement results and credits earned in the student's elementary and secondary years. These records are administered in accordance with Ministry of Education regulations and the Freedom of Information and Protection of Privacy Act. Parents and students may examine the contents of the OSR at any time in the presence of school personnel.

3.4 The Ontario Student Transcript (OST)

The official record of credits earned is kept in the Ontario Student Record. Copies of the transcript are available to students upon request. Certified copies of the transcript are available to graduates at a nominal processing fee upon request. The school is required to provide a complete record of students' performance in Grade 9, 10, 11, and 12 courses. Under this requirement, both successful and unsuccessful attempts at completing Grade 11 and 12 courses must be recorded on the OST.

The OST will include:

- all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned;
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the Ministry of Education;
- confirmation that the student has completed the community service requirements and has successfully completed the provincial secondary school literacy test; and,
- an indication of special circumstances (where relevant) that may have affected student performance.

The Ontario Ministry of Education has developed a policy of **full disclosure** with respect to student performance in credit bearing courses. All schools must record credit information on the Ontario Student Transcript as follows:

- For Grade 9 and 10 courses, the School will provide an entry only for courses that the student has successfully completed. No unsuccessful attempts will be reported
- For Grade 11 and 12 courses, the School will provide an entry for all courses that the student has completed or attempted – that is, courses successfully completed, courses repeated, courses failed, and courses from which the student has withdrawn.

- For Grade 10 courses for which a regular day school student has sought credit through the Prior Learning Assessment and Recognition (PLAR) challenge process (see below), the School will provide an entry only for courses for which the student has successfully completed the requirements.
- For Grade 11 and 12 courses for which a regular day school student or a mature student has sought credit through the PLAR challenge process, the School will provide an entry for courses for which the student has successfully completed the requirements, has repeated the PLAR challenge process for the course, or has failed to successfully complete the requirements. The School will not provide an entry if the student withdrew from the challenge process.

PLEASE NOTE: A student may drop a course without penalty within the portion of the semester preceding five school days after the issuance of the first Ontario Provincial Report Card of the semester – mid-term. A student dropping a course after that date will be considered as having withdrawn from the course and the mark earned to date in that course will be posted to the OST and a **W** will be placed in the credit column of the OST.

ADD/DROP PERIOD: TNS provides a five day period at the beginning of each semester where a student may change their timetable with parental permission. The ADDING OF COURSES BEYOND THIS PERIOD IS NOT PERMITTED.

3.5 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 TNS will have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits toward the Secondary School Diploma. A Credit Assessment Form will be completed by the Head of School and filed in the OSR.

This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures will be carried out under the direction of the Head of School, who grants credits.

The PLAR process developed by TNS in compliance with Ministry policy involves two components: “challenge” and equivalency. The “challenge process” refers to the process whereby students’ prior learning is assessed for granting credit for a course developed from a Provincial curriculum policy document. Evaluation instruments for this process will include formal tests (70 per cent of the final mark) and a variety of other evaluation strategies appropriate to the particular course (30 per cent of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance, at the discretion of the Head of School. Determining equivalency involves the assessment of credentials from other jurisdictions. Because young people benefit in many ways from the learning experiences offered in secondary School, PLAR has a specific, limited function in the Ontario secondary School program.

For students who are under the age of eighteen, or who are eighteen or over but have never left High School for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two

in one subject area. Equivalency credits are granted to these students for placement only. Students who are eligible for equivalency credits are those who transfer to Ontario Secondary Schools from non-inspected Private Schools or Schools outside of Ontario. A TNS Credit Assessment Form will be completed by the Head of School and filed in the OSR.

Mature Students

The challenge and equivalency procedures are also available to mature students – that is, students who are eighteen years of age or over (i.e., adults) who are returning to School at TNS to earn a diploma after being out of secondary school for at least one year – but requirements concerning application of these procedures differ for this group because of their broader life experience. The Head of School will determine the number of credits, including compulsory credits, which a mature student entering TNS needs in order to meet diploma credit requirements. Up to 16 Grade 9 and 10 credits may be granted to a mature student at the discretion of the Head of School following individual assessment. Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways:

- (1) They may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process;
- (2) They may present education and/or training credentials for assessment through the equivalency process; or,
- (3) They may take the course.

Mature students will earn a minimum of four Grade 11 and 12 credits. Mature students who have previously accumulated twenty-six or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to thirty before they will be eligible to receive the Ontario Secondary School Diploma. Mature students working towards the OSSD under OSS must also satisfy the diploma requirements with regard to the Provincial Secondary School literacy test. The Head of School will determine the number of hours of community involvement activities that a mature student will have to complete.

4. Procedures for Students Who Fail or Who Do Not Complete Courses

Where a student has completed a course within the school year or semester, but has not been successful in demonstrating achievement of the curriculum expectations to a passing level, the Head of School and teaching staff, in consultation with the parents and the student, should determine what procedure or type of program would best enable the student to meet the expectations and earn credit for the course. Arrangements will be made so that one or more of the following options is made available to the student:

1. The student will be allowed to repeat only the material relating to the expectations not achieved. (Credit Reclamation). This would generally occur within a 55 hour module designed to suit individual needs.
2. The student may choose to achieve these expectations in summer school, through independent study, through an individualized remediation program, or through distance education. The student's work will be evaluated by the Head of School to determine whether the expectations have been successfully completed.
3. The student may decide to repeat the entire course.

With respect to compulsory courses, a student who fails a course or who chooses to withdraw from a course during the school year or the semester (after consultation with parents and school staff) will be informed of the consequences for meeting diploma requirements. The program options available to the student to enable him or her to meet the requirements will be outlined by the Head of School, and possible alternative courses identified.

5. Student Transfers

5.1 Procedures for Students Transferring to TNS from another Ontario Secondary School

Secondary School students who transfer to TNS from another Ontario Secondary School (public, separate or private) will have their credits transferred with them. The Head of School of the receiving School may award credit for work started in the previous school but completed in the receiving School. Where this work cannot be completed at TNS, the Head of School may, after consultation with the Head of School of the sending school, award a partial credit in recognition of the student's achievement of some of the course expectations.

5.2 Procedures for Students Transferring to TNS from a Non-inspected Private School or a School outside Ontario

Where students who do not have Ontario credits are transferring from a non-inspected Private School or a School outside Ontario to an Ontario Secondary School, the Head of

School will, in the process of deciding where the student will be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. Students will have to successfully complete the Provincial Secondary School literacy test. The Head of School will determine the number of hours of community involvement activities that the student will have to complete. The Head of School will note the results of this assessment and deliberations in the student's Ontario Student Record (OSR). A Credit Assessment Form will be completed by the Head of School and filed in the OSR.

6. Alternative Ways of Earning Credits towards the Ontario Secondary School Diploma

6.1 Credit Earning Alternatives

The majority of TNS students will earn their credits towards the Ontario Secondary School Diploma by enrolling in the courses offered at the School. However, under some circumstances, students may wish to consider alternative ways of earning the required credits. The options available to such students include: correspondence courses offered by the Independent Learning Centre; independent study; private study; and, continuing education (including summer school). Each of these alternative ways of earning credits is discussed below.

Correspondence Courses

The Independent Learning Centre (ILC) offers secondary school credit courses (including transfer courses) designed primarily for individuals who wish to work independently towards the Secondary School Diploma. These courses are provided to residents of Ontario, and are offered primarily through correspondence with the assistance of TNS. Information concerning eligibility, enrolment procedures, and course offerings is available from the ILC. When a student has successfully completed an ILC course, the Head of School will record his or her standing on the Ontario Student Transcript (OST).

Private Study

In providing opportunities for private study, the School will offer students a wider range of program options. Courses delivered through the Independent Learning Centre may form part of independent study. The Head of School in consultation with classroom teachers will determine the number of periods that a Teacher may allow for private study within any given course. Under the supervision of the Head of School, the teacher of the course is responsible for assigning components of the course, suggesting available resources, evaluating the achievement of the student, and ensuring that the total work involved is equivalent to that expected in the time scheduled for the course. Transfer courses can be completed through independent study. When a student has successfully completed a course through independent study, the Head of School will record his or her standing on the OST. A student interested in pursuing a course through private study will be subject to an individualized specific "plan of study" to be determined in collaboration with the teacher and the Head of School.

7. Diploma Requirements

7.1 Granting of Diplomas

On the recommendation of the Head of School, the Minister of Education grants diplomas and certificates at any time during the year to students who have successfully completed the necessary requirements. Where a student has completed the requirements through private study, evening classes, or summer School, the Head of School of the School that possesses the student's Ontario Student Record when the final credit is earned will issue the diploma or certificate. If the final credit is earned through the Independent Learning Centre, the student may choose to have the diploma or certificate issued by the Director of the Independent Learning Centre or the Head of School of TNS. The person issuing the diploma or certificate will submit the necessary report to the Ministry of Education.

7.2 Certificates and Diploma Requirements

The Certificate of Achievement

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP (SAP), a copy of the IEP (SAP) may be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

Ontario Secondary School Certificate (OSSC)

The OSSC will be granted on request to students who leave School before earning the OSSD, provided they have earned a minimum of 14 credits distributed as follows:

Compulsory Credits (total of 7)

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Physical and Health Education
- 1 credit in the Arts or Technology

Elective Credits (total of 7)

Ontario Secondary School Diploma (OSSD)

The minimum number of credits for completion of the OSSD is 30. To earn an Ontario Secondary School Diploma (OSSD) and TNS Diploma a student must:

Compulsory Credits (total of 18)

- 4 credits in English
- 3 credits in Mathematics
- 2 credits in Science
- 1 credit in French
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in The Arts
- 1 credit in Health and Physical Education
- 0.5 credit in Civics
- 0.5 credit in Career Studies
- 1 credit from group 1 credits
- 1 credit from group 2 credits
- 1 credit from group 3 credits

Group 1: 1 credit in English or French as a second language, or a Native Language or a classical or international language, or social sciences and the humanities, or Canadian and World Studies, or guidance and career education, or co-operative education.

Group 2: 1 credit in health and physical education, or arts, or business studies, or co-operative education, or French as a second language.

Group 3: 1 additional credit in science (11 or 12) or technological education, cooperative education or French as a second Language.

A maximum of two of the three additional compulsory credit requirements for groups 1,2 and 3 may be met with credits in French as a second language, one of which may be earned for group 1 and the second for either group 2 or group 3.

Elective Credits (total of 12)

Note: students must also complete 40 hours of community involvement activities and write and pass the Provincial Secondary School Literacy requirement.

7.3 Community Involvement Activities

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program. 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. The requirement will benefit communities, but its primary purpose is to contribute to students' development. It will provide opportunities for students to learn about the contributions they can make to the community.

Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. 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 (co-operative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place in students' designated lunch hours, after School, on weekends, or during School holidays. Students are responsible for getting approval of all community service activities from the Head of School as well as maintaining and providing a record of their community involvement activities after they are complete. Forms for doing so, are available in the Office.

The organizations or persons supervising the activities must confirm completion of the required 40 hours and the student must submit documentation attesting to the completion of each activity to the Head of School. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved. The Head of School will decide whether the student has met the requirements of both the Ministry and the School for these activities. **Students and parents should review the Community Service Requirements documentation provided to them by the school, prior to start of any volunteer work.**

7.4 Ontario Secondary School Literacy Test

In the spring of their Grade 10 school year, students will write the Provincial Literacy Test, which is created and marked by the Ministry of Education.

- Students must pass the test in order to graduate from Secondary School and to earn a Secondary School Diploma effective September 2001.
- The School will provide remedial assistance for students who do not complete the test successfully.

NOTE: Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) and who have been unsuccessful at least once are eligible to take the Ontario Secondary School Literacy Course (OSSLC). Students who successfully complete this course will have met the Provincial literacy requirement for graduation, and will earn one credit. The credit earned for successful completion of this course may be used to meet either the Grade 12 English compulsory credit requirement or the Group 1 additional compulsory credit requirement.

Accommodations, Deferrals, and Exemptions to the Literacy Test

Accommodations

The necessary accommodations will be made to ensure that students who have experienced a special education program and services in their previous secondary school and who have an Individual Education Plan (IEP/SAP) have a fair and equal opportunity to successfully complete the Secondary School Literacy Test. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's IEP (SAP) and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time will be undertaken, the actual content of the Secondary School Literacy Test will not be altered.

Deferrals

Students who might benefit from a deferral of the test may include students who have been identified as exceptional. If a parent or an adult student requests a deferral, the Head of School will determine whether or not a deferral will be granted and, if so, for what period of time. A Head of School may also initiate consideration of a deferral. The Head of School will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the Head of School, the parent or adult student may ask the appropriate supervisory officer to review the matter.

Exemptions:

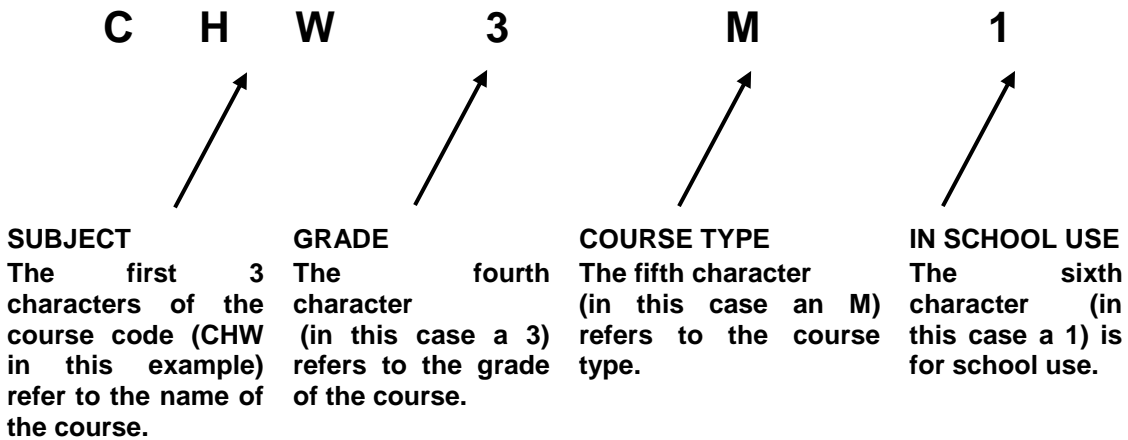
As all TNS students are expected to be working toward the completion of the OSSD, there will be no exemption from the Secondary School Literacy Test. Students and parents are advised that the requirements listed above represent the minimum needed for admission to an Ontario University or College of Applied Arts and Technology.

8. Course Information

8.1 Ministry of Education Course Codes

The courses of study described below are designed in accordance with the requirements of the Ontario Ministry of Education and lead to the **Ontario Secondary School Diploma (OSSD)** which permits entry to diploma and degree programs at the post-secondary level. All students enrolled in a course at TNS will receive a course outline containing information regarding the coverage of course content as well as assessment and evaluation.

COURSE CODE INTERPRETATION



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

D Academic
O Open
C College
M University/College
U University
P Applied

S Substitution

8.2 Course Descriptions

THE ARTS

VISUAL ARTS

Visual Arts, Grade 9, Open

AVI10

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

Pre-requisite: None

Visual Arts, Grade 10, Open

AVI20

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

Pre-requisite: None

Visual Arts, Grade 11, University/College Preparation

AVI3M

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

Pre-requisite: Visual Arts, Grade 9 or 10, Open

Visual Arts, Grade 12, University/College Preparation

AVI4M

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Pre-requisite: Visual Arts, Grade 11, University/College Preparation

Visual Arts: Drawing and Painting, Grade 12, University/College Preparation

AWM4M

This course is a focus visual arts course for students who wish to specialize in painting and drawing

Pre-requisite: Visual Arts, Grade 11, University/College Preparation

Visual Arts: Film/Video, Grade 12, University/College Preparation**AWR4M**

This course is a focus course for students who wish to specialize in photo-electronic media and their application in film and video. Students will study the theory, history, and practices and production of filmmaking.

Pre-requisite: Visual Arts, Grade 11, University/College Preparation

DRAMATIC ARTS**Drama, Grade 10, Open****ADA2O**

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Pre-requisite: None

Drama, Grade 11, University/College Preparation**ADA3M**

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

Pre-requisite: Drama, Grade 9 or 10, Open

Drama, Grade 12, University/College Preparation**ADA4M**

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Pre-requisite: Drama, Grade 11, University/College Preparation

MUSIC**Music, Grade 10, Open****AMU2O**

This course emphasizes the creation and performance of music at a level consistent with previous experience. 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 their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Pre-requisite: None

Programs in Music Taken outside the School

A maximum of two credits may be awarded to students taking music programmes outside the School through the following processes combined: For music Programmes completed by students outside the School, the Head of School will award a maximum of two university preparation credits towards the Ontario Secondary School Diploma. The credits will be awarded upon presentation of the official examination result forms or certificates. Additional music credits earned in School may be counted towards the Secondary School graduation diploma. Of these in-School music credits, a maximum of one Grade 12 credit may be awarded as a university preparation credit.

Music Certificates Accepted for Credits

1. A student who has successfully completed the requirements for one of the following may count a maximum of one non-Grade 12 university preparation credit towards the OSSD in addition to any other non-Grade 12 university preparation music credits earned in the School:
 - Grade VIII Practical and Grade II Rudiments of the Royal Conservatory of Music, Toronto
 - Grade VIII Practical and Grade IV Theory of Conservatory Canada, London
 - Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
 - Grade VII Practical and Grade V Theory of Trinity College of Music, London, England
 - Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England
2. A student who has successfully completed the requirements for one of the following may count a maximum of one Grade 12 university preparation credit towards the OSSD in addition to a maximum of one other Grade 12 university preparation credit in music earned in the School:
 - Grade IX Practical and Grade III Harmony of the Royal Conservatory of Music, Toronto
 - Grade IX Practical and Grade V Theory of Conservatory Canada, London
 - Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
 - Grade VIII Practical and Grade VI Theory of Trinity College of Music, London, England
 - Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

Notes:

1. The term practical refers to any musical instrument on which performance is examined. It includes voice (i.e., singing), but not speech arts.
2. The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component and in rudiments, theory, or harmony, as the case may be. A music credit obtained through a certificate granted by a conservatory of music may not be used to meet the compulsory credit requirement in the arts.
3. A maximum of two credits, as indicated above, may be awarded to students taking music programmes outside the School. A student awarded two music credits in this manner may not earn additional Grade 10 to 12 music credits through the Prior Learning Assessment and Recognition challenge or equivalency processes.

BUSINESS STUDIES

INTRODUCTION TO BUSINESS

Introduction to Business, Grade 9 and 10, Open

BBI10/BBI20

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Pre-requisite: None

BUSINESS LEADERSHIP

Business Leadership: Management Fundamentals, Grade 12, University/College Preparation BOH4M (Private Study Only)

The business leadership courses allow students to explore how managers function in organizations and take on the challenge of generating solutions in order to solve problems. These courses allow students to explore the roles, responsibilities, skills, and functions of management. Students will learn the factors that encourage effective leadership practices. Emphasis throughout the courses will be placed on the importance of ethics and social responsibility in the corporate world. Students will learn how to communicate effectively for business purposes. The courses in business leadership will prepare students to work effectively in organizations in positions of employment and management.

Pre-requisite: None

Recommended Preparation: A minimum of 75% in any grade 11 Canadian and World Studies or Social Sciences and Humanities course.

INTERDISCIPLINARY STUDIES

Media and Film Studies, Grade 11, Open

IDC30m

This course combines the expectations for Interdisciplinary Studies, Grade 11, University Preparation with selected expectations from Media Studies, Grade 11, Open, Intro. To Anthropology, Psychology and Sociology, Grade 11, College/Univ. Prep., Music, Grade 11, Open, and Communications Technology, Grade 11, College/Univ. Prep. This course will allow students to acquire the knowledge and skills that will enable them to understand media communication and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works, including film and music and audience response to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgment, and skills in viewing, representing, listening, speaking, reading and writing.

Recommended Preparation: a mark of 75% or better in grade 10 English

Global Political Conflict, Grade 11, Open**IDC30c**

In a world of increasing interdependence, conflict has become a permanent thread in the social fabric; it is indeed a fundamental force in the governing dynamics of modern society. And yet, the frequency of violent conflict has fallen dramatically over the course of human history. How curious that the spectrum of views reflects an increasing fear of the consequences of political conflict. The purpose of this course is to investigate the changing nature of conflict in the global political environment. It will focus its attention on describing the modes of political conflict as well as their roots, purposes and significance to the development of the global system. Students will engage in comparative analysis of the full spectrum of political conflict including international military confrontation, intra-national conflict and civil war and acts of international terrorism.

Pre-requisite: None**Social Issues of Scientific Discovery, Grade 11, Open****IDC30s**

Scientific knowledge has the power to transform the very underpinnings of society. It can change the way we work, the way we eat and the way we come to view our place within the context of modern social strata. From the routine workings of our everyday lives to global issues, scientific progress is a key ingredient in engineering societal change. The purpose of this course is to allow students to both place scientific progress in its proper cultural context and to view social change as one manifestation of scientific discovery. Through a systematic, integrated exploration of the relationship between science and modern society, students will come to appreciate that science and society are two mutually re-enforcing parts of the same whole.

Pre-requisite: None**Introduction to Photojournalism, Grade 12, University/College Preparation****IDC4Up**

News happens all around us. As such, news literacy is essential to daily life. Not only must we be able to engage with the information of the day as passive observers, but in an increasingly networked culture, every citizen is a potential creator of news in social media, blogs, email and the web. This course helps students develop skills in the fields of photography, journalism and digital media. Students will cover the basics of digital photography (mechanics, composition, lighting, and post editing) while familiarizing themselves with a variety of software programs used in archiving, compositing, and editing imagery. Students will also explore journalistic writing and reporting, developing skills in critical thinking, aesthetic and ethical judgement, writing, editing, and publishing.

Pre-requisite: Any university or university/college prep course**Music and Society, Grade 12, University Preparation****IDC4Um**

This course combines the expectations for Interdisciplinary Studies, Grade 12, University Preparation with selected expectations from Music, Grade 12, University Preparation; Technological Design, Grade 12, University/College Preparation and World History: The West and the Wider World, Grade 12, University Preparation. The course explores the role played by music in the aesthetic, cultural, social, religious and political life of past and contemporary societies. Using an interdisciplinary approach, students will examine such topics as the evolution of specific musical forms and styles, the role of the musician, the development of musical instruments and ensembles, the importance of music in ritual and storytelling, the relationship between non-Western and Western musical traditions, and the influence of music on literature and the arts. The course also introduces students to resources, research methods and case studies related to musicology.

Recommended Preparation: One senior level course in the Social Sciences and Humanities or Music at the University Prep. Level with a grade of at least 75%

CANADIAN AND WORLD STUDIES

GEOGRAPHY

Geography-Canada, Grade 9, Academic

CGC1D

This course draws on a variety of frameworks, such as the eco-zone framework, and principles of physical, human, and economic geography, to explore Canada's distinct and evolving character. Students will investigate the interconnections among the landforms, climate, soils, plants, animals, and human activities in Canadian eco-zones to develop geographic knowledge and skills that contribute to an understanding of Canada's diversity and its role in the world.

Canadian and Wld. Issues: A Geog. Analysis, Grade 12, University Preparation

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, and regional disparities in the ability to meet basic human needs, and protection of the planet's life-support systems.

Pre-requisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities. (Grade 10 Mathematics, MPM2D recommended).

HISTORY

Civics, Grade 10, Open

CHV2O

This half-credit course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others' beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues.

Pre-requisite: none

Canada in the 20th Century, Grade 10, Academic

CHC2D

This course explores Canadian participation in global events and traces our development as a country through changes in population, economy, and technology. Students will analyse the elements that constitute Canadian identity, learn the stories of both individuals and communities, and study the evolution of political and social structures. Students will learn about differing interpretations of the past, and will come to understand the importance in historical studies of chronology and cause-and-effect relationships. They will also learn to develop and support a thesis, conduct research and analysis, and effectively communicate the results of their inquiries.

Pre-requisite: none

World History to the 16th Century, Grade 11, University/College Preparation 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.

Pre-requisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied.

World History: The West and the World, Grade 12, University Preparation CHY4U/AP

This course explores the history of the world since the sixteenth century, emphasizing the interaction between the emerging West and other regions of the world. Students will learn about a variety of economic, social, and political systems and the changes they have undergone over time. Students will acquire sound skills of historical inquiry and will develop an appreciation of the forces that have formed our modern world.

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

AP European History

Enrolment in grade 12 World History (CHY4U) is a requirement for this concurrent AP course.

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of this AP program in European History are to develop (a) an understanding of some of the Head of School themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing and (d) to supplement the material that constitutes the CHY4U curriculum.

POLITICS

Canadian and World Politics, Grade 12, University Preparation 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.

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

AP Comparative Government and Politics

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety

of country settings. Careful comparison of political systems produces useful knowledge about the policies countries have effectively initiated to address problems, or, indeed, what they have done to make things worse. In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course will cover a variety of specific countries and their governments.

ECONOMICS

Analysing Current Economic Issues, Grade 12, University Preparation **CIA4U/AP**

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.

Pre-requisite: Any university or university/college preparation course in Canadian and World Studies, English, or social sciences and humanities (Grade 10 Mathematics – MPM2D recommended).

AP Microeconomics

Enrolment in grade 11 Economics (CIE3M) is a requirement for this concurrent AP course.

The purpose of the AP course in Microeconomics is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

AP Macroeconomics

Enrolment in Grade 12 Economics (CIA4U) is a requirement for this concurrent AP course.

The AP course in Macroeconomics is designed to give you a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops your familiarity with economic performance measures, economic growth, and international economics.

SOCIAL SCIENCES AND HUMANITIES

Introduction to Anthropology, Psych., and Sociology, Grade 11, University/College Preparation **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.

Pre-requisite: none

Challenge and Change in Society, Grade 12, University/College Prep.**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.

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

Philosophy: Questions and Theories, Grade 12, University Preparation**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.

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

ENGLISH**English, Grade 9, Academic****ENG1D**

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

English, Grade 10, Academic**ENG2D**

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

Pre-requisite: 9 English – Academic or Applied (ENG1D recommended).

English, Grade 11, University Preparation**ENG3U**

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

Pre-requisite: English, Grade 10, Academic

English-Language and Literature, Grade 12, University Preparation**ENG4U/AP**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Pre-requisite: English, Grade 11, University Preparation.

AP Literature and Composition

Enrolment in grade 12 Language and Literature (ENG4U) is a requirement for this concurrent AP course.

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

FRENCH AS A SECOND LANGUAGE**French, Grade 9, Academic****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.

French, Grade 10, Academic**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.

Pre-requisite: 9 French – Academic or Applied (FSF1D recommended)

Core French, Grade 11, University Preparation**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.

Pre-requisite: Core French, Grade 10, Academic

GUIDANCE AND CAREER EDUCATION**Learning Strategies I: Skills for Success, Grade 9 - Open****GLS10**

This course explores learning strategies and helps students become better, more independent learners while increasing their personal management skills, both in school and in other contexts. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and planning skills. This course will increase students' confidence, motivation, and ability to learn.

Career Studies, Grade 10, Open**GLC20**

This half credit course teaches students how to develop and achieve personal goals in education and work and contribute to their communities. Student learning will include assessing their own knowledge, skills, and characteristics and investigating economic trends, workplace organization, work opportunities, and ways to search for work. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals.

Pre-requisite: None

HEALTH AND PHYSICAL EDUCATION**Healthy Active Living, Grade 9 - Open****PPI10**

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.

Healthy Active Living Education, Grade 10 – Open**PPL20**

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.

Healthy Active Living Education, Grade 11, Open**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.

MATHEMATICS**Principles of Mathematics, Grade 9 - Academic****MPM1D**

This course enables students to develop generalizations of mathematical ideas and methods through the exploration of applications, the effective use of technology, and abstract reasoning. Students will investigate relationships to develop equations of straight lines in analytic geometry, explore relationships between volume and surface area of objects in measurement, and apply extended algebraic skills in problem solving. Students will engage in abstract extensions of core learning that will deepen their mathematical knowledge and enrich their understanding.

Principles of Mathematics, Grade 10 - Academic**MPM2D**

This course enables students to broaden their understanding of relations, extend their skills in multi-step problem solving, and continue to develop their abilities in abstract reasoning. Students will pursue investigations of quadratic functions and their applications; solve and apply linear systems; solve multi-step problems in analytic geometry to verify properties of geometric figures; investigate the trigonometry of right and acute triangles; and develop supporting algebraic skills.

Pre-requisite: 9 Mathematics – Academic or 9 Mathematics –Applied and transfer credit

Functions, Grade 11, University Preparation**MCR3U**

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Pre-requisite: Principles of Mathematics, Grade 10, Academic

Functions and Applications, Grade 11, University/College Preparation**MCF3M**

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 financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Pre-requisite: Principles of Mathematics, Grade 10, Academic or Foundations of Mathematics Grade 10, Applied.

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

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; 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 who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Pre-requisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation.

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

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

Pre-requisite: Advanced Functions, Grade 12, University Preparation.

Note: Advanced Functions, Grade 12, University Preparation may be taken as a co-requisite.

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

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; apply counting techniques, probability, and statistics in modelling and solving problems; and carry out a culminating project that integrates the expectations of the course and encourages perseverance and independence. Students planning to pursue university programs in business, the social sciences, or the humanities will find this course of particular interest.

Pre-requisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation.

SCIENCE**Science, Grade 9 - Academic****SNC1D**

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

Science, Grade10 - Academic**SNC2D**

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

Pre-requisite: 9 Science – Academic or Applied - (SNC1D recommended).

BIOLOGY**Biology, Grade 11, University Preparation****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.

Pre-requisite: Science, Grade 10, Academic

Biology, Grade 12, University Preparation**SBI4U/AP**

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

Pre-requisite: Biology, Grade 11, University Preparation, Chemistry, Grade 11, University Preparation recommended.

AP Biology

Enrolment in grade 12 Biology (SBI4U) is a requirement for this concurrent AP course.

AP Biology is an in-depth study into the chemistry, processes, cell structures, their relationships and their effects at the cellular and organism level. Studies focus on exploring cytology, genetics, physiology, evolution and ecology. Real world applications address student interest for careers in biology, ecology, environmental sciences, veterinary and medical fields, engineering and dentistry. Advanced techniques in staining, biochemistry, classification, separation techniques and colorimetry are included. This course prepares students for the AP examination in Biology.

CHEMISTRY

Chemistry, Grade 11, University Preparation

SCH3U

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

Pre-requisite: Science, Grade 10, Academic

Chemistry, Grade 12, University Preparation

SCH4U

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

Pre-requisite: Chemistry, Grade 11, University Preparation

PHYSICS

Physics, Grade 11, University Preparation

SPH3U

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

Pre-requisite: Science, Grade 10, Academic

Physics, Grade 12, University Preparation

SPH4U

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

Pre-requisite: Physics, Grade 11, University Preparation.

9. Accommodations for Special Needs

The Education Act **does not** require that private schools in the province of Ontario conform to the policies outlined in Regulation 181/98 with respect to Special Education programs or Individual Education Plans generated as part of an Identification, Placement and Review Committee undertaking. TNS has never presented itself as a school that provides specialized programs for students with special needs. We have, however, been prepared to make certain accommodations to facilitate the learning of students with special needs where requested and where deemed appropriate. Such accommodations are outlined and reviewed with staff and families in the school's SAPs (Student Accommodation Plans) **These accommodations have generally been limited to those that have been specifically outlined in either a recent psycho-educational report or contained in the recommendations of an IPRC and an IEP generated in the student's previous school.** These accommodations have included:

- extra time on tests and exams – as per the student's IEP/ Psych. Ed. report but limited to a maximum of double the scheduled time.
- placement in a dedicated room for test and exam writing
- supervised breaks during tests and examinations
- use of a computer for writing of tests and exams
- flex due dates on assignments other than the final evaluation assignment in a course
- the use of oral/ open book testing in addition to written evaluations as a means of assessment and evaluation in specific courses

As the result of the content of a recent psycho-educational report or the recommendations of an IPRC and/or an IEP generated in the student's previous school or at TNS depending on individual circumstance, TNS may be able to provide the following:

- the use of calculators in math courses.
- the use of pre-approved "formula sheet" /study notes (single page -10 font) on tests and exams.
- the rescheduling of tests and/or examinations for psychological or physical reasons documented by a note from a Doctor at the time of the event
- specialized test and examination timetabling
- the granting of extra time exceeding double the scheduled time on the Grade 10 Literacy Test as permitted by the Ministry of Education

TNS will develop a Student Accommodation Plan (SAP) to document these accommodations

If you are concerned as to whether or not your student has sufficient documentation to warrant an accommodation, please contact the school and we will be pleased to let you know what will be required.

In the absence of such a request and/or in the absence of appropriate documentation, no accommodation can be granted.

10. The Guidance and Career Education Program

The guidance and career education program is a vital part of the Toronto New 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. The program will be delivered through various means, including classroom instruction, orientation and exit programs, career exploration activities, leadership and team building excursions and individual assistance and short-term counseling.

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;
- apply this learning in their daily lives both at school and in the community.