

Scholars' Hall Private School
Course Calendar 2016 – 2017



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Importance and Value of a Secondary Education

A secondary school education sets the groundwork for further learning and growth in any direction that the student chooses to take: workplace, apprenticeship, college diploma program, or university degree program. A secondary school education provides essential hard skills that all students need in life such as: reading, writing, numeracy, communication skills, and topic oriented information.

However, a strong secondary school education will also teach a student soft skills that are needed for all job and career paths such as: time management, organization, leadership, diligence, integrity, and work ethic.

At Scholars' Hall Private School we are dedicated to teaching all students the hard skills needed that will open up doors to college and university programs. We are equally dedicated to teaching the soft skills that will ensure that the student is not only intellectually prepared for further education, but that they are emotionally prepared for the skills needed in life.

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

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

Scholars' Hall's Overall Goals and Philosophy:

- to develop in each student a knowledge of their own personal worth;
- to develop an awareness of the potential they have been given;
- to awaken the drive to use that potential;
- to develop in each student an honest pride in their successes and the determination to continually strive to improve.
- to help be aware that they are constantly making decisions which have consequences for them and others and that they are responsible for their actions;
- to provide parents with direct, honest, and frequent evaluations of their child's academic progress.

In this day and age, it is increasingly important that your children master certain fundamental basic skills; develop a life-long work ethic, and acquire a positive attitude towards competition and personal success. These attributes belong to individuals who are strong economic, social, or political leaders in our society today. Early in your children's years and throughout their school lives, you groom them for

their eventual successes. Now, more than ever before, your children need the traditional academic skills and positive personal attitudes provided by a **Scholars' Hall** education.

Scholars' Hall is a teacher-directed school.
Structure and discipline are a constant focus.
Lessons are taught to the whole class.
Attentiveness is expected.
Respect is required.
Effort and diligence are necessary.
Homework is assigned and checked daily.

The Ministry of Education states that, “parents play a vital role in education. When parents are engaged and involved, everyone – students, parents, and families, schools, and communities – benefits, and our school become increasingly rich and positive places to teach, learn, and grow.”¹

At **Scholars' Hall**, we are dedicated to creating an environment where parents and teachers are focused on helping each student become the best learner they can be.

It is **Scholars' Hall's** responsibility to report often and well to parents. Report cards are mailed home with a frequency that is double the public schools (interim, mid-term and end of term for of the two high school semesters). Achievement is reported as a percentage within a range that corresponds with the Ministry of Education's four levels of achievement. There are no Professional Development Days at Scholars' Hall during the school year. Interviews are held, not during the school day when parents are at work, but in the evenings when parents can come (4 to 6 interview opportunities are scheduled throughout out the year). There are very few trips and the ones that do occur are curriculum related or they important for the development of community. Scholars' Hall participates in the grade ten Literacy Test but, Scholars' Hall does not in the Grade 3, 6, or 9 Provincial tests. These tests are not normed or standardized and they require a week to administer. This time can be better spent teaching.

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

It is **Scholars' Hall's** responsibility to use the required instructional hours for just that - instruction.

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

¹ Parents in Partnership: A Parent Engagement Policy for Ontario Schools, 2010, page 5
http://www.edu.gov.on.ca/eng/parents/involvement/PE_Policy2010.pdf

**Scholars' Hall's Organization: Including terms, reporting periods, and timetable organization:
Courses Offered at Scholars' Hall 2016 – 2017**

Grade 9:	Grade 10:	Grade 11:	Grade 12:
- ENG1D Academic English	- ENG2D Academic English	- ENG3U University English	- ENG4U University English
- ENG1P Applied English	- ENG2P Applied English	- ENG3C College English	- SBI4U University Biology
- GLS1O Learning Strategies	- CHV2O Civics	- MCR3U University Functions	- HZT4U University Philosophy
- MPM1D Academic Math	- GLC2O Career Studies	- SPH3U University Physics	- MHF4U University Functions
- MFM1P Applied Math	- MPM2D Academic Math	- SBI3U University Biology	- MCV4U University Calculus/Vectors
- CGC1D Academic Geography	- MFM2P Applied Math	- HSP3U University Anthropology, Sociology, Psychology	- AVI4M College/University Visual Arts
- CGC1P Applied Geography	- SNC2D Academic Science	- HZB3M Philosophy	- BBB4M International Business (Summer)
- AVI1O Visual Arts	- SNC2P Applied Science	- SCH3U University Chemistry	- EWC4U University Writer's Craft (Summer)
- PPL1O Health/PE	- CHC2D Academic History	- MEL3E Everyday Mathematics	- SCH4U University Chemistry
- SNC1D Academic Science	- CHC2P Applied History	- AVI3M Visual Arts	- SPH4U University Physics
- SNC1P Applied Science	- BBI2O Introduction to Business	- GPP3O Peer Support	- BOH4M Business Leadership
- BBI1O Introduction to Business	- AMU2O Vocal Music	- IDC3O Interdisciplinary Studies	- MDM4U Data Management
- FSF1D Core French	- AVI2O Visual Arts	- PPZ3C Health for Life	- FSF4U University French
	- FSF2D Core French		- HSB4U, Challenge and Change
	- GLE2O Learning Strategies		
	- PPL2O Health/PE		
	- ISC2O Introduction to Computer Studies		

Terms:

Fall Term - September 6th, 2016 to December 21st, 2016

Winter Term – January 4th, 2017 to April 21st, 2017

Spring Term – May 1st, 2017 to June 23rd, 2017

Reporting Student Achievement to Parents/Guardians

There are several reporting periods throughout the school year. This year the reporting dates are as follows:

September 30th, 2016 (Interim Report)

October 21st, 2016 (Mid Report)

January 2nd, 2017 (Final Report)

January 31st, 2017

February 24th, 2017

May 1st, 2017

May 31st, 2017

June 30th, 2017

Timetable for course offerings

Fall Semester: September 6th to December 21st

	Grade 9	Grade 10	Grade 11	Grade 12
Period 1 8:30am – 10:00am	FSF1D	CHV2O/GLC2O	MCR3U	ENG4U
Period 2 10:00am – 11:30am	ENG1D ENG1P	SNC2D SNC2P	SPH3U GPP3O	SPH4U
Lunch 11:30 – 12:30				
Period 3 12:30pm – 2:00pm	AVI1O	AVI2O MPM2D MFM1P	ENG3C ENG3U	BOH4M
Period 4 2:00pm – 3:30pm	CGC1D CGC1P	AMU2O	AMU3O	MFH4U

Winter Semester: January 4th to April 21st

	Grade 9	Grade 10	Grade 11	Grade 12
Period 1 8:30am – 10:00am	MPM1D MFM1P	FSF2D	HSP3U SCH3U	FSF4U HSP4U
Period 2 10:00am – 11:30am	SNC1D SNC1P	ENG2D ENG2P	HZB3M SBI3U	SBI4U HZT4U
Lunch 11:30 – 12:30				
Period 3 12:30pm – 2:00pm	BBI1O GLS1O	BBI2O GLE2O	AVI3M MEL3E	AVI4M
Period 4 2:00pm – 3:30pm	ISC2O	CHC2P CHC2D	ISC2O	MDM4U MCV4U

Spring Semester: May 1st to June 23rd

	Grade 9	Grade 10	Grade 11	Grade 12
Period 1 8:30am – 11:30 am	Not for credit Math/English	Not for credit Math/English	GPP3O	EWC4U
Lunch 11:30 – 12:30				
Period 2 12:30pm – 3:30pm	PPL1O	PPL2O	IDC3O	BBB4M

Scholars' Hall's Expectations Regarding Students' Responsibilities, Achievement, and Attendance

A Scholars' Student is . . .

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

A Scholars' Student becomes . . .

hard working, organized, well read, self confident, a leader/participant, an achiever, a university/college graduate, and a citizen.

A Scholars' student will learn to demonstrate . . .

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

Student Standards of Good Conduct and Teachability

Success at Scholars' Hall Inc. is contingent upon five assumptions. First, that the student's parents have accurately and completely informed and provided Scholars' Hall with all the and documentation regarding their child. Second, that the student is intellectually and academically capable of achieving in a grade appropriate program. Third, that the student strives to improve beyond the academic levels identified at admission. Fourth, that the student continues to meet the Standards of Good Conduct

and Teachability. Finally, that the student's parents continue to support and promote the philosophies, policies, staff and decisions of Scholars' Hall Inc.

Some of the indicators of a student's and parents' continuing desire of success at Scholars' Hall is adherence to the following Standards of Good Conduct and Teachability...

Respect for Self - a student will . . .

- be clean, neat and presentable; wearing the uniform properly at all times;
- have acceptable grooming, good personal hygiene and corporal sanctity;
- will display a positive and optimistic attitude.

Respect for Adults - a student will . . .

- interact positively with all adults, including school personnel and parents, in the classroom, in the halls, on the property, and out in public;
- comply with the authority of the school;
- comply with the Student Order and Discipline Policy and its consequences;
- adhere to the rules of the school and to the laws of the state.

Respect for Peers - a student will . . .

- respect the rights and freedom of others and their general ability to benefit from Scholars' Hall;
- interact positively with all peers respecting their right of privacy, personal property, physical and emotional security, in the classroom, in the halls, on the property, and out in public;
- at all times will speak well of fellow students, welcome others into groups, provide to others when needed, encourage others to join in;
- have a positive influence upon other's attitudes and efforts.

Concern for Community - a student will . . .

- positively & publicly promote the good will and reputation of Scholars' Hall
- be a law abiding citizen
- respect all public and private property
- be a steward of the school's property and building keeping it clean and free of damage;
- pick up after others and clean up after him/herself;
- in school fund raisers for the benefit of the school / local / world community and the environment.

Maintain/Improve Academic Effort & Performance - a student will . . .

- him/herself in each class and will maintain an academic performance equal to or better than his/her assessed abilities.
- demonstrate a daily commitment to achieve to one's potential
- will maintain excellent attendance and punctuality;
- complete all class work, assignments, projects, and homework in a timely fashion and with due diligence.

Leadership - a student will . . .

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

Some additional reasons why a student's success at Scholars' Hall Inc. would be jeopardized and/or enrollment discontinued include, but are not limited to, the negative of the Standards of Good Conduct and Teachability and its aforementioned assumptions and such indicators as tardiness, absenteeism, breaking the law, negatively affecting the public good will and reputation of the school, threatening or endangering the physical or emotional well being of another person, refusal to comply with academic or behavioural expectations, attitude, verbal or nonverbal disrespect, interference with the general ability of others to benefit from the school, negative influence upon other's attitudes or efforts, smoking, or continuing inappropriate behaviour. All of the above indicators shall be solely at the Director's definition. The Standards of Conduct and Teachability and its implementation is described in detail below (click on the check mark) and in various other parent and student information and is a condition of this registration and continued enrollment.

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

Scholars' Hall's Code of Conduct

Class A Unecessary Behaviour	Class B Undesirable Behaviour	Class C Inappropriate Behaviour	Class D Unacceptable Behaviour	Class E Expulsion
Refusals	Repeats of Class A	Repeat of Class B		
Interfering with an other's educational experience	Teasing	Gossip		Repeat of Class C
Uniform infractions	Exclusion	Inappropriate use of media	Repeat of Class C	Premeditated aggressive action, word, or deed with intent to injure or harm
fooling around	Rudeness	Swearing at a person	Aggressive action, word, or deed with intent to injure or harm	
Rough play	Verbal Disrespect	Aggressive action, word, or deed without intent to injure or harm	Violence	Alcohol or drug possession or consumption before or during school and school events
Lates to school	Attitude	Fighting	Threats	
Lates to classes	Lying	Temper Tantrums	Harassment	
Skipping class and/or Homework club	Swearing	Cheating	Bullying	Possession of an offensive weapon before, during, or after school
Truant (half day)	Argumentative	Property Damage	Possession of a defensive weapon	
Possession of banned items	Rough Play resulting in injury	Smoking	Any illegal activity outside of school	Any activity or behaviour which negatively affects the public reputation or public Good Will of the school
Unknowingly associating with or in the company of a person who is involved with Class C, D, or E behaviour	Non-Compliance	Knowingly associating with or in the company of a person who is involved in Class C, D, or E behaviours		
	Full day Truant			
	Leaving property			
	Failing to report a person who is involved in Class C, D, or E behaviour			
$\frac{3}{4} \times \text{age} = \text{points}$	$1 \frac{1}{2} \times \text{age} = \text{points}$	$3 \times \text{age} = \text{points}$	$5 \times \text{age} = \text{points}$	90 points or greater

Scholars' Hall's Code of Conduct Chart is not a complete list but rather a sample of behaviours.

In the opinion of Scholars' Hall, there are behaviours and/or attitudes and/or degrees of behaviours listed or not that shall result in immediate expulsion. Scholars' Hall reserves the right to determine the class of any behaviour. Scholars' Hall also reserves the right to expel any student, for any reason, without regard to this chart.

Each violation will result in an "Office Trip", a visit to the office where administrative staff or the Director will discuss what caused the office trip. At that time, the number of points to be allocated to the student for their misbehaviour will be recorded by the office. Students will also be required to serve a detention during their lunch hour.

A running total of points earned by a student each month will be kept, with the following consequences:

- Parents will be informed by phone and in writing of each suspension
- 30 points: a 1-day "in school" suspension
- 50 points: a 3-day suspension (1 day in school, 2 days at home)
- 70 points: a 5-day "out of school" suspension. Parents must come and remove student from the school or we send him/her home in a cab at the parent's expense
- 90 points: expulsion

At the end of each month, $\frac{1}{4}$ of the accumulated points will be carried over to the next month. The balance of the points will be erased. If a student accumulates the number of points, which leads to an in-school or out-of-school suspension, parents will be notified immediately.

Diploma and Certificates

Ontario Secondary School Diploma (OSSD) Requirements

30 credits (110 hours each)

18 compulsory subjects

12 optional credits

40 hours of community involvement

Grade 10 literacy test – condition of graduation beginning September 2001

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

Compulsory Credit Requirements

Four (4) English – one per grade

One (1) French as a second language

Three (3) Mathematics – at least one in Grade 11 or 12

Two (2) Science

One (1) Canadian History

One (1) Canadian Geography

One (1) Arts (Visual, Music, Drama or Dance)

One (1) Health and Physical Education
One (1) Civics and Career Studies (1/2 credit each)

plus

1 additional credit, or a third language, or a social sciences and the humanities or Canadian and World Studies, or guidance and Career education, or co-operative education (a maximum of 2 credits in co-operative education can count as compulsory credits)

1 additional credit in health and physical education, or the arts, or studies, or co-operative education
1 additional credit in science (grade 11 or 12), or technological education (grades 9 - 12), or co-operative education.

Twelve (12) elective credits selected from available

Forty (40) hours community involvement

Passing grade on the High School Literacy Test.

Ontario Secondary School Certificate (OSSC) Requirements

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

The compulsory credit requirements are. . .

English - 2 credits
Canadian Geography or Canadian History - 1 credit
Mathematics - 1 credit
Science – 1 credit
Health and Physical Education - 1 credit
Arts or Technological Education - 1 credit

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

THE ONTARIO SECONDARY SCHOOL LITERACY TEST

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

OSSLT Accommodations, Special Provisions, Deferrals, and Exemptions:

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

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

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

Decisions about accommodations must:

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

PERMITTED ACCOMMODATIONS The accommodations that may be necessary in order to give students with special education needs the best possible opportunity to successfully complete the OSSLT or the OSSLC may take several forms. In each case, the accommodation used must normally be specified in the student's IEP. Details about the accommodations that may be provided for the OSSLT and the process for seeking accommodations are outlined in the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions.

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

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

- changes/adjustments to the format of responses.

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

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

REQUESTS FOR SPECIAL CONSIDERATION OF ACCOMMODATIONS Accommodations That Are Listed in the EQAO Guide

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

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

Accommodations That Are NOT Listed in the EQAO Guide

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

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

COMMUNITY INVOLVEMENT DIPLOMA REQUIREMENT

Effective September 1, 1999, every student who begins secondary school in Ontario will be required to complete 40 hours of community involvement in order to receive a graduation diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community, and to help them develop a greater sense of belonging within the community. Students will select one or more community activities in consultation with their parents. Selection of the activities should take into account the age, maturity, and ability of the student, the location and the environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount. Students will not be paid for performing any community involvement activity. A list of approved activities and the necessary forms are available from the Principal. The school can not approve student participation in any activities that the Ministry of Education has declared ineligible. If the student selects an activity that is not indicated, the student must obtain written approval from the Principal before beginning the activity. "Notification of Planned Community Involvement Activities" form must be completed, signed by both student and his/her parent, and submitted to the Principal prior to the commencement of the activity. Parents are responsible for insurance and liability. The school's only responsibility is to verify that the activities reported have been completed and recorded. "Completion of Community Involvement Activities" form must be completed, signed by the student, parent, and sponsor of the activity, and submitted to the Principal upon completion of the activity. The Principal will determine whether the student has met the requirements and if so, will record it as completed on the student's official transcript.

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

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

SUBSTITUTIONS FOR COMPULSORY COURSES

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

Curriculum

Ontario Secondary School Diploma (OSSD) Requirements

30 credits (110 hours each)

18 compulsory subjects

40 hours of community involvement

Grade 10 literacy test – condition of graduation beginning September 2001

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

Compulsory Credit Requirements

Four (4) English – one per grade

One (1) French as a second language

Three (3) Mathematics – at least one in Grade 11 or 12

Two (2) Science

One (1) Canadian History

One (1) Canadian Geography

One (1) Arts (Visual, Music, Drama or Dance)

One (1) Health and Physical Education

One (1) Civics and Career Studies (1/2 credit each)

plus

1 additional credit, or a third language, or a social sciences and the humanities or Canadian and World Studies, or guidance and Career education, or co-operative education (a maximum of 2 credits in co-operative education can count as compulsory credits)

1 additional credit in health and physical education, or the arts, or studies, or co-operative education

1 additional credit in science (grade 11 or 12), or technological education (grades 9 - 12), or co-operative education.

Twelve (12) elective credits selected from available

Forty (40) hours community involvement

Passing grade on the High School Literacy Test.

SUBSTITUTIONS FOR COMPULSORY COURSES

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Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma (OSSD) or the Ontario Secondary School Certificate (OSSC) 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, a copy of the IEP may be included.

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

Definition of a Credit:

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

ACADEMIC AND APPLIED COURSES (Grades 9 & 10)

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

GRADE 11 & 12 COURSE PATHWAYS

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

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

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

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

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

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

Types of Courses — Grades 9 and 10

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

Academic Courses

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

Applied Courses

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

Open Courses

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

Types of Courses — Grades 11 and 12

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

University Preparation Courses

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

University/College Preparation Courses

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

College Preparation Courses

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

Workplace Preparation Courses

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

Open Courses

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

EXPLANATION OF COURSE CODES for Grades 9 and 10

ENG1D1 - the first three places identify the subject (in this example **ENG** is English)

ENG1D1 - the fourth place identifies the grade/year (in this example **1** is grade 9 or year 1 of high school)

This place can be **1**-grade 9/first year of high school; **2**-grade 10/second year high school

ENG1D1 - the fifth place identifies course's category (in this example the **D** is for Academic)
This place can be **D** - Academic; **P** - Applied; **O** - Open

ENG1D1 - the sixth place identifies the credit value (in this example the **1** is for one credit)

EXPLANATION OF COURSE CODES for Grades 11 and 12

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

ENG3D1 - the fourth place identifies the grade/year (in this example **3** is grade 11 or year 3 of high school)

This place can be **3**-grade 11/third year high school; **4**-grade 12/fourth year high school

ENG3U1 - the fifth place identifies course's category (in this example the **U** is for University)

This place can be **U**-University; **M**-University/College; **C**-College; **E**-Workplace; **O**-Open

ENG1D1 - the sixth place identifies the credit value (in this example the **1** is for one credit)

If a student wishes to change course types (from Applied to Academic, or Academic to Applied) in grade 9 or 10, they must first meet with their Guidance councillor to discuss their choice. The Guidance councillor will see if they have the prerequisite. If no prerequisite is required, the student can enter the new course type with parental permission. If a prerequisite is needed, the student must first take the prerequisite or take the prerequisite concurrently.

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

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

Grade 9 Courses

English

ENG1D

English, Grade 9, Academic

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

Prerequisite: None

ENG1P

English, Grade 9, Applied

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and

create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the grade 10 applied English course which leads to college or workplace preparation courses in grades 11 and 12.

Prerequisite: None

GLS10/GLE10/GLE20

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

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

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

MPM1D

Principles of Mathematics, Grade 9, Academic

This course enables students to develop 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 relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Successful completion of

this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P). Learning through abstract reasoning is an important aspect of this course.

Prerequisite: None

MFM1P

Foundations of Mathematics, Grade 9, Applied

This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students

will investigate real-life examples to develop various representations of linear relationships and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes.

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

Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied (MFM2P). (Note: Students who wish to take Principles of Mathematics, Grade 10, Academic (MPM2D) after completing this course will need to take a transfer course.) Learning through hands-on activities and the use of concrete examples is an important aspect of this course.

Prerequisite: None

Geography of Canada, Grade 9, Academic (CGC1D)

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore

environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Prerequisite: None

Geography of Canada, Grade 9, Applied (CGC1P)

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Prerequisite: None

AVI1O, Grade 9 Open Visual Arts

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

Prerequisite: None

PPL1O

Healthy Active Living Education, Grade 9, Open

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

Prerequisite: None

SNC1D

Science, Grade 9, Academic

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

SNC1P

Science, Grade 9, Applied

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics and to apply their knowledge of science to everyday situations.

They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems, the structure and properties of elements and compounds, space exploration and the components of the universe, and static and current electricity. Prerequisite: None

BB10, BB20 Introduction to Business, Grade 9 or 10 Open

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.

Prerequisite: None

FSF1D, Core French, Grade 9, Academic

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

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

Grade 10 Courses:

ENG2D English, Grade 10, Academic

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

Prerequisite: English, Grade 9, Academic or Applied

ENG2P English, Grade 10, Applied

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

Prerequisite: English, Grade 9, Academic or Applied

CHV2O, Civics, Grade 10, Open

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of

political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

Prerequisite: None

GLC2O Career Studies, Grade 10, Open

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

MPM2D Principles of Mathematics, Grade 10, Academic

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

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

MFM2P Foundations of Mathematics, Grade 10, Applied

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations and analytic geometry, solve and apply linear systems using real-life examples,

and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

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

SNC2D Science, Grade 10, Academic

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will

plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants, chemical reactions, with a particular focus on acid-base reactions, forces that affect climate and climate change, and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic or Applied

SNC2P Science, Grade 10, Applied

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations

into everyday problems and issues related to human cells and body systems, chemical reactions, factors affecting climate change, and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic or Applied

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

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914

Prerequisite: None

Canadian History Since World War I, Grade 10, Applied (CHC2P)

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada

Prerequisite: None

AVI2O, Grade 10, Open Visual Arts

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. Prerequisite: None

FSF2D, Core French, Grade 10, Academic

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 9, Academic or Applied

AMU2O, Music, Grade 10, Open

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.

Prerequisite: None

PPL2O, Health and Physical Education, Grade 10, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Prerequisite: None

ISC2O, Introduction to Computer Studies, Grade 10, Open

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

Grade 11 Courses:

ENG3U English, Grade 11, University Preparation

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

preparation course.

Prerequisite: English, Grade 10, Academic

ENG3C English, Grade 11, College Preparation

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

Prerequisite: English, Grade 10, Applied

MCR3U Functions, Grade 11, University Preparation

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous

functions including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic

SPH3U Physics, Grade 11, University Preparation

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

SBI3U Biology, Grade 11, University Preparation

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

Prerequisite: Science, Grade 10, Academic

HSP3M Introduction to Anthropology, Psychology, and Sociology, Grade 11, University and College Preparation

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

SCH3U Chemistry, Grade 11 University Preparation

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

Prerequisite: Science, Grade 10, Academic

IDC3O Interdisciplinary Studies, Grade 11 Open

This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware

of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

Prerequisites: none

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

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

Prerequisite: Visual Arts, Grade 9 or 10, Open

GPP30 Leadership and Peer Support, Grade 11, Open

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

Prerequisite: None

AMU30, Music, Grade 11, Open

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

Prerequisite: None

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

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

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

HZB3M, Philosophy: The Big Questions, Grade 11, University/College Preparation

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

Prerequisite: None

Grade 12 Courses:

ENG4U English, Grade 12, University Preparation

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will 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.

Prerequisite: English, Grade 11, University Preparation

SBI4U Biology, Grade 12, University Preparation

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics.

Emphasis will be placed on the achievement

of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Biology, Grade 11, University Preparation

HZT4U, Philosophy: Questions and Theories, Grade 12, University Preparation

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics).* Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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

MHF4U Advanced Functions, Grade 12, University Preparation

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

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

MCV4U Calculus and Vectors, Grade 12 University Preparation

The course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world

relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisites: MCR3U

AVI4M, Grade 12 University/College Preparation Visual Arts

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

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

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

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

EWC4U, The Writer's Craft, Grade 12, University Preparation
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

SCH4U, Chemistry, Grade 12 University Preparation

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

Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

SPH4U, Physics, Grade 12, University Preparation

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

Prerequisite: Physics, Grade 11, University Preparation

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

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Prerequisite: None

MDM4U, Mathematics of Data Management, Grade 12 University Preparation

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

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

FSF4U, Core French, Grade 12, University Preparation

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 11, University Preparation

HSB4U, Challenge and Change in Society, Grade 12, University Preparation

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

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

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

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

Prerequisite: None

EWC4U, The Writer's Craft, Grade 12, University Preparation

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

Access: If any parent or student would like information regarding access to outlines of courses of study, please contact Scholars' Hall at 519 888 6620 or by email to Fred Gore at director@scholarshall.com

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

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

Experiential Learning Programs - Cooperative Education and Job Shadowing

Cooperative education may be the culmination of a series of experiential learning opportunities that include job shadowing, job twinning, and work experience, and is often an integral part of school–work transition programs, including the Ontario Youth Apprenticeship Program (OYAP).

Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) with a worker in a specific occupation. Job twinning provides the opportunity for the student to accompany a cooperative education student to his or her placement for one-half to one day. A student may participate in more than one job shadowing or job twinning experience, thereby obtaining a broader range of career information through observation in typical workplace environments. Job shadowing and job twinning may be integrated into any credit course and may also be components of a student's school–work transition program.

Scholars' Hall does not offer Cooperative Education and/or Job Shadowing.

Policy Regarding Student Withdrawal for Courses:

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

- students who have withdrawn from a course;
- students who have repeated a course;
- students who have been granted equivalent credits;
- and students whose performance in a course has been affected by extraordinary circumstances.

Withdrawal from Grade 9 a course

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

Grade 10

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

equivalency processes, the OSIS equivalency process, and a credit recovery program are recorded on the OST.

Grades 11 and 12

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

Procedures related to Changing Course Types

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

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

Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits. The PLAR process developed by a school board in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students’ prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

Scholars’ Hall does not offer PLAR Challenges, but does offer PLAR Equivalency.

Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages courses; for Levels 2, 3, and 4 in international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.9 9. The term discipline refers to the subject area covered by any one curriculum policy document. All courses in that document are considered to belong to that discipline. For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning (see section 4.3.2 and Appendix 2). PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students.

EVALUATION AND EXAMINATION POLICIES

Examinations are given at the end of each semester. All attempts are made to allow for only one examination each day of the exam week and all examinations are scheduled in the morning. Exam accommodations for individual students are considered on a student by basis. No accommodations will be permitted for university courses.

The primary purpose of assessment, evaluation, grading, and reporting is to improve student learning.

Assessment and evaluation is based on the student's achievement of course expectations related to the four categories of knowledge and skills in the Ontario Curriculum Grades 9-12:

- knowledge/understanding
- thinking and inquiry
- communication
- application

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

80 - 100% (Level 4) a very high to outstanding level of achievement which is above provincial standard

70 - 79% (Level 3) a high level of achievement. This is the provincial standard.

60 - 69% (Level 2) a moderate level of achievement which is below the provincial standard.

51 - 59% (Level 1) a passable level of achievement which is below the provincial standard.

50% a granted level of achievement which is below the provincial standard

below 50% insufficient achievement of curriculum expectations. A credit will not be earned

A final grade for each course is calculated using 70% of the grade based on the assessment and evaluation of the student throughout the course, and 30% based on final, course summative evaluation. This summative evaluation may be in the form of an examination, performance, essay, and/or other method suitable to the content of the course and according to the school's policy. All students must be present for the final evaluation. There are no exemptions.

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

An Ontario School Record (OSR) is on file for each student attending the school. This record contains the academic history of the student in Ontario schools from kindergarten on. This file is the property of the Provincial Ministry of Education and is kept at the school according to Ministry requirements. Students and parents may have access to these records according to prescribed Ministry guidelines. The Ontario Student Transcript is the record of all secondary school courses successfully completed by a student, and indicates the credits a student has earned towards the requirements of the Ontario Secondary School Diploma (OSSD). The marks a student has achieved for a completed course are annually recorded as a percentage in numerical figures. A credit is granted in recognition of the successful completion of a course (at the Grade 9-12) that has been scheduled, for a minimum of 110 hours. The credit system in Ontario secondary schools allows a student to pass or fail on the basis of courses rather than grades. Students are permitted to set individual timetables by choosing courses from among those offered, that meet Ministry requirements, interests and academic ability. In order to help students qualify for the OSSD, the principal may substitute among the compulsory credits in the following way: A maximum of three compulsory credits may be replaced by additional courses from the remainder of those listed as compulsory. Parental approval of such a substitution shall be provided in writing. Each substitution shall be noted on the Ontario Student Transcript. Students who qualify under this substitute credit arrangement are those whose educational interests, in the opinion of the student, their parents or guardians, the principal, and the school inspector, are best served by such substitution. All courses of study offered from Grades 1 to 12 have been developed according to the requirements of the Ontario Ministry of Education and are annually approved for credit by the Ministry of Education. These detailed courses of study, and the guidelines on which they are based, are available for parents' perusal in the school office.

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

ONTARIO STUDENT TRANSCRIPT(OST):

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

Scholars' Hall School Support Services and Resources

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

Individual Pathways Plan

The Ministry of Education requires every school to support students in documenting their learning in education and career/life planning in a portfolio or Individual Pathways Plan (IPP). This process includes an opportunity for students to review and share evidence of their learning with their teachers(s) and, where possible, their parents at least twice a year. A student's IPP is created with them during their grade 9 year (or earlier if the student is with Scholars' Hall for grades 7 and 8). The IPP is kept at the office and reviewed with the student by the Principal or Guidance Counselor.

Orientation and Exit Programs

To help students who are new to Scholars' Hall adjust and to provide them with information about the programs and services available, the principal is responsible for developing an orientation program. The program is designed to help students adjust to school at key transition points, such as entry into Scholars' Hall and/or the move from our elementary program to our secondary school.

Both the student and his or her parents will receive information about the programs and services offered by Scholars' Hall and the name of the teacher who will be the student's main contact. In Grades 1 to 6, this will be a classroom teacher; in Grades 7 to 11, the teacher-adviser; and in Grade 12, the guidance counsellor.

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

At Scholars' Hall, information about diploma requirements, work experience, cooperative education, and community involvement is also provided. Each secondary school student and his or her parents will receive a copy of the student's timetable. While most students will make a successful transition from one school to another, some will require additional assistance adjusting to new situations. To

integrate successfully into Scholars' Hall, those students who are recent arrivals to Ontario may require specialized, planned, ongoing orientation programs. Students who have been identified as exceptional and those who are entering school in midyear or mid-semester may require extra help in making an effective transition to Scholars' Hall and regaining their focus on academic achievement.

Exit Programs

Students leave Scholars' Hall for a variety of reasons – they may move to a different town, transfer to a new school, graduate, or choose to pursue goals outside of school. The goal of an exit program is to help all these students make a successful transition to the next stage of their lives. The Principal or Director of Scholars' Hall prepares exit programs that include a review of students' annual education plans and future goals.

The exit programs for graduates include the following: – a review of each student's plans for postsecondary education, training, apprenticeship, independent living, or work – information on university and college programs, application and admission procedures, visits to campuses, and so on – information on apprenticeship programs – information on procedures for applying for employment – financial planning information.

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

Curriculum

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

Grade 9 and 10:

Course selection begins in the following year before grade 9 and grade 10. Typically, this is completed in May of the year before the grade you are entering. Each student works with the Guidance councillor of Scholars' Hall to establish which courses he/she will be taking in September. As well, there is a parent night in May of each year describing the high school course selection process as well as the high school credit system. Parents are strongly advised to attend this evening as many questions about completing an OSSD will be explained.

Grade 11 and 12:

Course selection for grade 11 and 12 begins the year before. Students who are in grade 10 will meet with their Guidance councillor to discuss possible grade 11 courses as well as a possible post-secondary plan. Students in grade 11 meet with their Guidance councillor to discuss their post-

secondary plans as well as map out their graduating year. Parents and students are strongly encouraged to visit the following websites for information regarding the university/college application process: University Program information: <http://www.electronicinfo.ca/>, University Applications information: <http://www.ouac.on.ca/>, College Program/Application information: <http://www.ontariocolleges.ca/home>

Intervention strategies, support, and programs:

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

English Language Learners:

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

Computer Labs and Resource Centre/Library

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

1. Enough battery strength to last the entire school day without plugging in.
2. At least 1 USB port
3. A full keyboard (not on screen)
4. A word processing program
5. A working printer at home

Scholars' Hall has a small recourse library located in room 17 in the upstairs hallway. This is a study space as well as a resource room where students may work or do research.

Community Resources

Whenever possible, Scholars' Hall utilizes the community around us to enhance the curriculum. Trips to public libraries, university libraries, arenas, gyms, and nature centres all assist Scholars' Hall in providing a high quality education. The Huron Natural Area is located down the street from Scholars' Hall and has been used for it's hiking trails for physical fitness as well as it's environments for study in both geography and science.
