

Scholars' Hall Private School

888 Trillium Drive, Kitchener, Ontario

N2R 1K4 519 888 6620

www.scholarshall.com

COURSE CALENDAR

2019-2020

Scholars' Hall is a university preparatory high school focused on teaching strong study habits, work ethic, independent thinking, and student discipline.

Contents

Importance and Value of a Secondary Education _____	4
Requirements for the Ontario Secondary School Certificate and the Certificate of Education _____	4
Overall Goals and Philosophy: _____	5
Organization: Including terms, reporting periods, and timetable organization: _____	7
Expectations Regarding Student Responsibilities, Achievement, and Attendance _____	10
Scholars' Hall's Code of Conduct _____	13
Diploma and Certificates _____	15
Compulsory and Optional Credit Requirements _____	15
Provincial Secondary School Literacy Requirements _____	16
The Ontario Secondary School Literacy Course (OSSLC) _____	16
Accommodations, Special Provisions, Deferrals, and Exemptions: _____	16
Community Involvement Requirements and Procedures _____	18
Substitution Policy for Compulsory Credit Requirements _____	19
Requirements for the Ontario Secondary School Certificate _____	19
Certificate of Accomplishment _____	20
Curriculum _____	21
The Definition of a Credit _____	21
Definitions of the Types of Courses available in the Ontario Curriculum _____	21
Explanation of the Course Coding System _____	23
Descriptions of all Courses Offered _____	24
Access to Outlines of the Courses of Study _____	42
Description of Experiential Learning Programs _____	42
Policy Regarding Student Withdrawal from courses in Grade 11 and 12 _____	42
Policy Related to Changing Course Types _____	43
Prior Learning Assessment and Recognition processes for Equivalency _____	44
Other ways to earn credits through learning opportunities _____	44
Information on Reporting Procedures, including the Report Card and the Ontario Student Transcript (OST) _____	45

Supports and Resources	48
Supports related to guidance and to Career/Life Planning (including the Individual Pathways Plan)	48
Strategies and Resources for Students and Parents to help with education planning and Course Selection	49
Intervention Strategies, Supports, and Programs for Student Success	50
Supports for English Language Learners	50
Computer Labs and Resource Centre/Library	51
Community Resources	51
Special Education	52

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 students 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).

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.

Scholars' Hall has a unique partnership between home and school with the goal of working together to educate a child. Through this partnership, each has its roles and responsibilities. It is the school's responsibility to give children an academic education – reading, mathematics, comprehension, writing, study skills, work habits, and independent academic skills. The parents are not expected to teach their children these important academic skills. The parent's role is to support the child's education by supporting the school's philosophies, policies, and decisions. Together, we can turn bright kids in to **great students**.

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.

It is the parents' responsibility to raise children who are well behaved, respectful and well-mannered with good morals and ethics. It is the parents' responsibility to raise their children so that their children's 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.

Organization: Including terms, reporting periods, and timetable organization:

Grade 9 Courses	Grade 10 Courses	Grade 11 Courses	Grade 12 Courses
- ENG1D	- ENG2D	- ENG3U	- ENG4U
- ENG1P	- ENG2P	- ESP3O	- SBI4U
- GLS1O	- CHV2O	- MCR3U	- MHF4U
- MPM1D	- GLC2O	- SPH3U	- MCV4U
- MFM1P	- MPM2D	- SBI3U	- AVI4M
- CGC1D	- MFM2P	- SCH3U	- SCH4U
- CGC1P	- SNC2D	- MEL3E	- SPH4U
- AVI1O	- SNC2P	- AVI3M	- BOH4M
- PPL1O	- CHC2D	- GPP3O	- MDM4U
- SNC1D	- CHC2P	- PPZ3C	- PLF4M
- SNC1P	- BBI2O	- CGG3O	- PSK4U
- BBI1O	- AVI2O	- CLU3M	- CGW4U
- FSF1D	- FSF2D	- BDP3O	- CLN4U
- AMU1O	- GLE2O	- TPJ3M	- PPL4O
	- PPL2O	- ISC3U	- HSP4U
	- FSF2D	- HSB3U	- IDC4U
		- SVN3M	- EWC4U
		- BAF3M	

Terms:

Fall Term – September 3rd 2019 to December 29th 2019

Winter Term – January 6th, 2020 to April 24th, 2020

Spring Term – May 4th, 2020 to June 26th, 2020

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, 2019 (Interim Report – 1st semester)

October 18th, 2019 (Mid Report – 1st semester)

January 10th, 2020 (Final Report – 1st semester)

January 31st, 2020 (Interim Report – 2nd semester)

February 28th, 2020 (Mid Report – 2nd semester)

May 8th, 2020 (Final Report – 2nd semester)

May 29th, 2020 (Mid Report – 3rd semester)

July 3rd, 2020 (Final Report – 3rd semester)

Timetable for course offerings

Fall Semester: September 3rd 2019 to December 20th 2019

	Grade 9	Grade 10	Grade 11	Grade 12
Period 1 8:30am – 10:00am	FSF1D GLS1O	GLE2O CHC2D	SCH3U	ENG4U
Period 2 10:00am – 11:30am	ENG1D/P	MPM2D MPM2P	HSB3U	SPH4U CGW4U
Lunch 11:30 – 12:30				
Period 3 12:30pm – 2:00pm	BB1O AV1O	BB1O AV1O	SBI3U	IDC4U PSK4U
Period 4 2:00pm – 3:30pm	SNC1D/P	SNC2D/P	MCR3U	BOH4M

Winter Semester: January 6th 2020 to April 24th 2020

	Grade 9	Grade 10	Grade 11	Grade 12
Period 1 8:30am – 10:00am	PPL10	PPL20 FSF2D	ENG3U	SBI4U MCV4U
Period 2 10:00am – 11:30am	MFM1P MPM1D	ENG2D ENG2P	SPH3U	PLF4M HSB4U
Lunch 11:30 – 12:30				
Period 3 12:30pm – 2:00pm	CGC1D/P		SVN3M AVI3M CLU3M	AVI4M CLN4U
Period 4 2:00pm – 3:30pm	AMU1O	CHV2O/GLC2O	MEL3E ISC3U	EWC4U

Spring Semester: May 4th 2020 to June 26th 2020 ** Other courses TBD**

	Grade 9	Grade 10	Grade 11	Grade 12
Period 1 8:30am – 11:30 am	Not for Credit English/Math Review	Not for Credit English/Math Review	BAF3M	
Lunch 11:30 – 12:30				
Period 2 12:30pm – 3:30pm			TPJ3M	MDM4U

Expectations Regarding Student 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 Ontario/Canada

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;

- compete 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 behaviour 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		Repeat of Class C
Interfering with an other's educational experience	Teasing	Gossip	Repeat of Class C	Premeditated aggressive action, word, or deed with intent to injure or harm
Uniform infractions	Exclusion	Inappropriate use of media	Aggressive action, word, or deed with intent to injure or harm	
Fooling around	Rudeness	Swearing at a person	Violence	Alcohol or drug possession or consumption before or during school and school events
Rough play	Attitude	Aggressive action, word, or deed without intent to injure or harm	Threats	
Lates to school	Lying	Fighting	Harassment	Possession of an offensive weapon before, during, or after school
Lates to classes	Swearing	Temper Tantrums	Bullying	
Skiping class and/or Homework club	Argumentative	Cheating	Possession of a defensive weapon	
Truant (half day)	Rough Play resulting in injury	Property Damage	Any illegal activity outside of school	Any activity or behaviour which negatively affects the public reputation or public Good Will of the school
Possession of banned items	Non-Compliance	Smoking		
Unknowingly associating with or in the company of a person who is involved with Class C, D, or E behaviour	Full day Truant	Knowingly associating with or in the company of a person who is involved in Class C, D, or E behaviours		
	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

The 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

COMPULSORY AND OPTIONAL CREDIT REQUIREMENTS

Ontario Secondary School Diploma (OSSD) Requirements

30 credits (110 hours each)

18 compulsory credits

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.

Optional Credits are selected by students from what is available each year.

PROVINCIAL SECONDARY SCHOOL LITERACY REQUIREMENTS – ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

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.

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.

ACCOMMODATIONS, SPECIAL PROVISIONS, DEFERRALS, AND EXEMPTIONS:

Special provisions are adjustments to the setting and/or timing for writing the test for English Language learners. They do not affect the validity or reliability of 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. Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Such students could include:

- ◆ Students who have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and who would not be able to participate in the test even if all accommodations were provided;
- ◆ Students who are English language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test

- ◆ Students who have not been successful in acquiring the reading and writing skills appropriate to Grade 9.

Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the principal in such cases.

To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the literacy graduation requirement and *a clear indication that the student is not working towards and OSSD*. Both parental consent and the approval of the principal are required for an exemption.

Exemptions are to be provided to students on an individual basis. The following procedures should be applied:

- ◆ As part of the IEP development process, the principal decides, on the basis of the student's learning expectations and in consultation with the parent or adult student (a student who is eighteen years of age or older), whether the student is working towards the OSSD.
- ◆ If it is decided that the student is not working towards the OSSD, the principal also decides, again in consultation with the parent or adult student, whether or grant the student an exemption from writing the OSSLT or taking the OSSLC.
- ◆ The final decision must be communicated in writing to the parent or adult student as part of the IEP development process.
- ◆ In cases of disagreement, where the principal decides that the student should be exempted from writing the test or taking the course but the parent or adult student disagrees with this decision, the student must be allowed to write the test or take the course. Where the principal decides that the student should write the test or take the course but the parent or adult student disagrees with this decision, the matter will be referred to the appropriate supervisory officer. The supervisory officer's decision is final.

- ◆ Where it is determined that an exemption does not apply and that the student who has an IEP and who is receiving a special education program and special education services is to take the test or the course, the principal must ensure that the student has a fair and equal opportunity to successfully complete the test or the course. The necessary accommodations will be provided in accordance with the policies outlined in Ontario Schools sections 6.1.3.1 and 6.1.3.2 and Appendix 3, section 1
- ◆ If the learning expectations contained in the student's IEP are revised at some point and the student begins to work towards the OSSD, he or she must successfully complete the OSSLT, the OSSLC, or the adjudication process in order to be eligible to receive the diploma.
- ◆ All documentation related to the decision to grant an exemption from taking the test or the course must be kept in the student's Ontario Student Record

COMMUNITY INVOLVEMENT REQUIREMENTS AND PROCEDURES

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 cannot 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.

SUBSTITUTION POLICY FOR COMPULSORY CREDIT REQUIREMENTS

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.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

Optional Credits – A total of 7 optional credits are selected by the student from available courses

The substitution policy for the compulsory credit requirements is the same whether a student is working towards their OSSD or their OSSC.

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.

Curriculum

THE 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)

DEFINITIONS OF THE TYPES OF COURSES AVAILABLE IN THE ONTARIO CURRICULUM

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 THE COURSE CODING SYSTEM

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)

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

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 counselor to discuss their choice. The Guidance counselor 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 counselor. 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.

DESCRIPTIONS OF ALL COURSES OFFERED

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

CGC1D, Geography of Canada, Grade 9, Academic

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

CGC1P, Geography of Canada, Grade 9, Applied

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

BBI1O, BBI2O 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

HFN10/20, Food and Nutrition, Grade 9 or 10, Open

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

Prerequisite: None

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

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

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

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

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

PPL2O, Grade 10, Healthy and Active Living Education, 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

ADA2O, Grade 10 Open Dramatic Arts

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

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

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

ESP30, Presentation and Speaking Skills, Grade 11, Open

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations. Prerequisite: English, Grade 10, Academic or 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

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

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

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

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

PPZ30, Health for Life, Grade 11, College Preparation
This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage

others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion. Prerequisite: None

CGG30, Travel and Tourism: A Geographic Perspective, Open

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

BDP30, Entrepreneurship: The Enterprising Person, Open

This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of their work environments, and the challenges and rewards of becoming an enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event.

Prerequisite: None

GWL30, Designing Your Future, Open

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

Prerequisite: None

TPJ3M, Health Care, University/College Preparation

This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems and the factors that affect homeostasis in the human body. Students will develop an awareness of health and safety issues in the health care field, analyse environmental and societal issues

related to health care, and learn about professional practice standards and career opportunities in the field.

Prerequisite: None

ISC3U, Introduction to Computer Science, Grade 11, University Preparation

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

Prerequisite: None

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

AWQ4M, Photography, Grade 12, University Preparation

Grade 12 Photography (AWQ4M) 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, 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.
Prerequisites: Any Grade 11 University/College Visual Arts Course

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

HSB4M, 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

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

SES4U, Earth and Space Science, University Preparation

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

Prerequisite: Science, Grade 10, Academic

PLF4M, Recreation and Healthy Active Living Leadership, University/College Preparation

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other

activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

Prerequisite: Any health and physical education course

PSK4U, Introductory Kinesiology, University Preparation

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

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

CGW4U, World Issues: A Geographic Analysis, University Preparation

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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

CHY4U, World History since the Fifteenth Century, University Preparation

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

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

CLN4U, Canadian and International Law, University Preparation

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

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

ISC4U, Computer Science, University Preparation

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

PPL4O, Healthy Active Living Education, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. 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

ACCESS TO OUTLINES OF THE COURSES OF STUDY

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 Cheryl McKee at principal@sjsh.ca

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

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

DESCRIPTION OF EXPERIENTIAL LEARNING PROGRAMS

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 credits, however Job Shadowing and Twinning opportunities are possible. Should a student be interested in one of the experiential learning experiences, they should contact Cheryl McKee, the principal of the school.

SCHOLARS' HALL POLICY REGARDING STUDENT WITHDRAWAL FROM COURSES IN GRADE 11 AND 12

If a student wishes to withdrawal from a course in grade 11 or 12, they must first speak with their Guidance Counselor. A credit evaluation and examination will be conducted to ensure that the student is still on track for to meet graduation

requirements. If the student wishes to withdrawal from the class in the first week to enroll in another class, this is done through the Guidance Counselor. Parental permission is required in order to withdraw from a class. There is no record of the withdrawal if it happens within the first month of the fall and/or winter semesters, or after the first week in the spring semester. If a student wishes to withdrawal after the first month of the fall/winter semesters, or after the first week of the spring semester, they may do so, however the withdrawal will be recorded on the student's report card. Communication is sent to the parents/guardians regarding the change with an update on the credit accumulation so the parents/guardians, as well as the student, are fully aware of the child's up-to-date credit count (for purposes of graduation).

Withdrawal - 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.

POLICY 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. As long as a student has the proper prerequisites a change in course type may be granted.

If the student 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 PROCESSES FOR EQUIVALENCY

Prior Learning Assessment and Recognition (PLAR) is a formal evaluation and accreditation process. Students may obtain credits towards the secondary school diploma (OSSD) for knowledge skills that they have acquired outside of secondary school in Ontario. This prior learning is assessed and evaluated to determine whether the student has met the provincial course expectations. The student may "challenge" a specific course for credit or may obtain credits through the "equivalency" process if they have credentials from schools outside Ontario. Scholars' Hall does not offer PLAR Challenges.

OTHER WAYS TO EARN CREDITS THROUGH LEARNING OPPORTUNITIES

At Scholars' Hall, a student can earn all of their compulsory and optional credits needed for earning their OSSD or OSSC. However, there are times when a student may choose to earn a credit through another learning opportunity. In this case, Scholars' Hall recommends that a student use Virtual High School; an online high school. This credit granting online school allows students to complete a credit as quickly or slowly as they wish (up to 18 months). Once a student enrolls in a credit through VHS, Scholars' Hall is notified by VHS. Any report cards that are issued by VHS are stored in the student's OSR and any credits earned are noted on the student's OST. Only when Scholars' Hall receives official notice from VHS will credits be added to the OST.

Scholars' Hall does not allow a student to take the following credits anywhere except Scholars' Hall:

ENG1D, ENG2D, ENG3U, ENG4U, MPM2D, MCR3U, MHF4U, MCV4U

INFORMATION ON REPORTING PROCEDURES, INCLUDING THE REPORT CARD AND THE ONTARIO STUDENT TRANSCRIPT (OST)

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, and 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 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.

Supports and Resources

SUPPORTS RELATED TO GUIDANCE AND TO CAREER/LIFE PLANNING (INCLUDING THE INDIVIDUAL PATHWAYS PLAN)

Education planning and 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 counselor 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 counselor to discuss possible grade 11 courses as well as a possible post-secondary plan. Students in grade 11 meet with their Guidance counselor 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>

Individual Pathways Plan:

In grades 7 and 8, students at Scholars' Hall are introduced to the Individual Pathways Plan, which is a booklet completed in the middle-school years with a focus on post-secondary pathways. This Plan is reintroduced in grade 9 and 10 through two

courses: GLS10/GLE20 and GLC20. During these courses, students will re-visit their IPP or create a new one. With the guidance of their teacher, and the guidance counselor, students will begin to develop an idea of their post-secondary goals. This plan is revisited again in grade 11, this time with the guidance counselor only as course selections are made, and again in grade 12 once the student's final pathway is being chosen.

Planning for post-secondary is an ongoing process that begins at grade 7 and continues through grade 12.

STRATEGIES AND RESOURCES FOR STUDENTS AND PARENTS TO HELP WITH EDUCATION PLANNING AND COURSE SELECTION

Parents and students looking for assistance with education and post-secondary planning can contact Cheryl McKee at 519 888 6620 or principal@sjsk.ca. In addition, parents and students are encouraged to visit the following websites:

eInfo: <http://www.electronicinfo.ca/>

Ontario Colleges: <https://www.ontariocolleges.ca/en>

Creating Pathways to Success:

<http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf>

Course selection for grade 9 and 10 takes place in May and June of the year prior to starting grade 9 and/or 10. This is done by meeting with the Guidance Counselor and choosing the few optional credits allowed. Typically a grade 9 and 10 student has 1 to 3 optional credits to choose from. All other credits are compulsory and the student has no choice.

Course selection for grades 11 and 12 students takes place from March to May of the year prior to starting grade 11 and/or 12. Students and parents are required to meet with the Guidance counselor to discuss potential course offerings (both compulsory and optional credits) as well as potential post-secondary options.

For grade 12 students, all course planning must be complete by the first day of the fall semester. College and university application processes begin in October of a student's grade 12 year and all course selections must be complete in order to ensure that prerequisites are covered for post-secondary programs. Should a student wish to

change their post-secondary plan, they must speak to the Guidance Counselor as soon as possible.

INTERVENTION STRATEGIES, SUPPORTS, AND PROGRAMS FOR STUDENT SUCCESS

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 Individual Education Programs (or IEPs) can get additional support in the classroom and beyond. 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. IEPs are developed in the fall of each year. A number of factors contribute to the creation of an IEP – student, parent, and teacher feedback, psychological assessments, recommendations by psychologists/therapists, and the use of the Woodcock-Johnson standardized normed Academic Assessments. All of these help the principal and the staff create a program that is unique to the student.

If a student is at risk for not graduating, early intervention is key. By meeting with parents, the student, teachers, and administration, an intervention plan is created in order to assist the student. Much like the IEP process, the intervention plan is unique to each student and is aimed at keeping the student on track for graduation.

SUPPORTS FOR ENGLISH LANGUAGE LEARNERS

Students that do not speak English as their first language need extra supports to help them achieve. As with the IEP process, ESL students are given a unique program where they are supported with their English skills. Through reading, writing, and oral language skills, ESL students are taught to become full English language speakers, readers, and writers. Supports for these students occur 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 and, if needed, English proficiency tests are arranged for post-secondary admission purposes.

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 device 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 resource library located by the main office. This is a study space as well as a resource room where students may work or do research.

Other Resources are as follows:

- 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

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 its hiking trails for physical fitness as well as it's environments for study in both geography and science.

Special Education

Scholars' Hall Private School is the sister school to St. Jude's Private School. St. Jude's School was founded in 1980 by Fred Gore and was designed as a school for bright, yet learning disabled students. For almost 40 years, St. Jude's School has helped thousands of families across Southern Ontario find the JOY of Learning! It is through this partnership that Scholars' Hall is able to offer such a strong special education department.

When a child needs accommodations, whether or not he/she has been officially identified as Learning Disabled, Scholars' Hall will use the assistance of St. Jude's staff to create an Individual Education Plan (IEP). Parents, students, and staff work together to create an IEP and monitor the student's progress. Should an IEP need to be altered or modified, staff work with parents and the student to make any alterations.

Accommodations provided are (but are not limited to):

No deductions for spelling, oral tests/quizzes, reduce homework load, catch-up days, peer tutoring, prompting on tests, teacher assisted organizational time, verbal/visual cueing, verbal verification, increased teacher interaction time, daily journal/book check, reduction of distractions, repeat/rephrase instructions, arithmetic tables, memorization techniques, doing one task at a time, chunking assignments, preferred seating, test rewrites, study sheets, extra time on tests/exams, photocopying of work, additional meetings with parents, adjust homework load, private test/exam rooms, detailed review for tests/exams, work periods, listening to music during non-lesson part of class, independent work, frequent feedback, notes scribed, limiting instructions, proximity supervision, regular/structured review, extra positive reinforcement, rehearsal of concepts, rote learning, use of computer instead of paper/pencil, extra-help classes at lunch or after school.