



## **School Course Calendar**

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## TABLE OF CONTENTS

The Overall Goals and Objectives of Southern Ontario Collegiate	4
The importance of completing a secondary education and the school's commitment to help students achieve such an outcome	4
Support Services and Resources	5
SOC's semesters, reporting periods and timetable organization	5
Access to detailed courses of study	5
Access to courses of study (Ministry policy document)	5
Description of Course Coding	5
Types of courses	6
Courses Available at Southern Ontario Collegiate, (non-credit, credit)	7
Requirements for the Ontario Secondary School Diploma	21
Mandatory Forty Hours of Community Involvement Eligible and ineligible activities	22
Grade Ten Test of Reading and Writing (Ontario Secondary School Literacy Test) and the Ontario Secondary School Literacy Course (OSSLC); exemptions and deferrals and special provisions	23
Substitutions for Compulsory Credits	24
Ontario Secondary School Certificate	24
The Certificate of Accomplishment	24
Ontario Student Transcript (O.S.T.)	24
Ontario Student Record (OSR)	25
Access to OSR	25
Policy on full disclosure	25
Recording and Reporting Procedures for Student Achievement	26
Definition of a Credit	26

Waiving of Pre-requisites	26
Prior Learning Assessment and Recognition	26
Alternative Ways of Earning Credits (Independent Learning Centre)	27
Policy for SOC students studying elsewhere	27
Attendance Policy	27
Student's Responsibility for Obtaining a Credit	28
Guidance Program including orientation and exit program	29
Individual Education Plan	29
Individual Pathways Plan	29
Evaluation of Students	30
Policy on examinations, cheating and plagiarism	31
Ministry of Education Objectives	31
Student Code of Conduct	32
Student's Rights and Responsibilities	32
Alcohol Abuse and Illegal Drugs	33
Tampering with Fire and Emergency Equipment	33
Possession of firearms	33
Smoking in Designated Areas	33
Anti Discrimination Policy	33
Definition and Statement of Principles on Sexual Harassment	34
Supports for English language learners	35
Computer lab and resource centre	35
Community resources	35

## **The Goals and Philosophy of Southern Ontario Collegiate**

Southern Ontario Collegiate is an educational institution dedicated to further learning, intellectual inquiry and personal and scholastic development. The school is founded on acceptance of the principle of mutual respect for the rights of others and a readiness to support actively an environment conducive to intellectual growth, both for individual students and for the whole Collegiate at large.

Southern Ontario Collegiate concerns itself with the preparation of ambitious young men and women of all races, creeds, and nationalities for studies leading to further education and employment. Further, it is the goal of our instructors to equip students with the resources they will need to lead satisfying and productive lives. The School endeavors through quality programming and proper guidance, to help each student develop academically to his or her potential and to develop as an individual into a responsible member of society in the twenty-first century. Though students come from different countries with diverse cultural backgrounds, the School seeks to develop in every student those qualities essential to good character universally: courage, loyalty, a sense of honour and pride. In addition, our mandate is also to assure each student of his or her own sense of dignity and self-worth.

The School privileges responsible behaviour, integrity and tolerance in each student. To achieve these challenging objectives, the School encourages the intellectual, physical, social and emotional growth of each student by building on the knowledge, skills, aptitude and abilities that each student brings to the Collegiate.

## **The Importance of completing a secondary education and SOC's commitment to helping them with such an outcome**

The Ontario Ministry of Education asserts in “Achieving Excellence: A Renewed Vision for Education in Ontario”, that “vibrant communities and a prosperous society are built on the foundation of a strong education system” (1). Southern Ontario Collegiate strives to develop secondary school graduates who are not only successful at secondary school but who have learned the life skills to succeed at post-secondary school and indeed at life. SOC’s goal is to ensure that students are successful on all of these levels and will return to their home countries and become engaged and economically productive. Such productivity only results from technological engagement. As is the case with the mission statement of the Ontario Ministry of Education, SOC strives to provide success for all learners, and is committed to providing the life lessons that will result in the success of every student.

## **Semester schedules, timetables and reporting periods**

Southern Ontario Collegiate has three semesters. The fall semester begins in mid August and typically ends in early December. The winter semester begins in early January and ends in mid May and the summer semester begins in late May and ends in early July. For a more definitive schedule of actual dates, please visit SOC’s web-site [www.mysoc.ca](http://www.mysoc.ca). The timetables are also available on this website. Parents may request on-going progress reports throughout the term. Students’ mid-term marks and final marks are available and can be accessed using the PIN that will be assigned to each parent upon registration of their wards.

## **Support Services and Resources**

Southern Ontario Collegiate offers an environment conducive to the pursuit of academic scholarship which includes a fully-equipped computer lab. Students may study privately in “quiet” rooms or study in groups in designated areas. The student lounge also is furnished with appointments appropriate for group study and interaction. Students requiring individual guidance counseling are afforded confidentiality in the private guidance room.

In addition, Southern Ontario Collegiate, retains an in-house tutor to assist students with remedial English grammar, syntax, oral/aural, or comprehension difficulties as well as a math tutor three times weekly (by appointment). Additional options are also available for remedial work in science, computer technology and/or other subjects.

## **Access to course outlines for courses available at Southern Ontario Collegiate**

Interested students and/or parents may access individual and more details courses of study and/or individual and more detailed course descriptions from the relevant Ontario Ministry of Education policy documents by contacting the school directly or [www.edu.gov.on.ca](http://www.edu.gov.on.ca)

## **Description of Course Coding**

The course codes have five characters. The first three characters represent the subject, the fourth character will usually represent the year of secondary school curriculum, and the fifth character designates the destination stream of the course. For example:

ENG4U           (ENG) English  
                    (4) fourth year of secondary school, Grade twelve

                    (U) university preparation

Designation similarly follows the same paradigm for College courses which will be designated by the letter C. Open courses will be represented with the letter O.

## **Explanation of Course Coding**

Students taking courses in Grades 9 and 10 will be offered two types of courses: academic and applied. Students taking courses in Grades 11 and 12 will be offered courses which focus on one of the following streams: university preparation, university/college preparation, college preparation, or preparation for the workplace.

## **TYPES OF COURSES**

In grades 9 and 10, three types of courses are offered: academic courses, applied courses, and open courses. Academic courses emphasize theory and abstract problems. Applied courses focus on practical applications and concrete examples. Open courses are designed to prepare students for further study in certain subjects and to enrich their education generally.

In grades 11 and 12, **university preparation courses**, include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs.

**College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers.

**Open courses** in grades 9 and 10 are offered in all subjects other than those offered as academic and applied. These courses comprise a set of expectations that are suitable for all students at a given grade level. These courses are designed to provide students with a broad educational base that will prepare them for their studies in grades 11 and 12. Open courses in grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their postsecondary goals, but that reflects their interests. These courses are appropriate for all students regardless of post-secondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. They are not designed with the specific requirements of university or college programs or the workplace in mind.

For more complete information on these courses and their destinations and limitations, please contact our guidance office.

## **STUDENT TRANSFER OF COURSES ( DROP AND ADD)**

Students are given one week to select and decide on courses. Transfers between courses are only allowed during this first week. After this time, transfers are made at the discretion of the principal.

## **Courses Available at Southern Ontario Collegiate, (non-credit, credit)**

### **NON-CREDIT COURSES**

#### Tutorial:

Tutorial instruction is available daily during school hours or by appointment to offer students remedial instruction in oral, aural, and written English.

#### TOEFL Preparation:

This class provides students with instruction in strategies to help students prepare for this test. This class is invaluable to students who are planning on attending university and will be required to achieve a set standard of results or for students who have been unsuccessful in this test in the past.

#### Practical English:

This course is designed for the student who presents with limited or no language acquisition. The aims and objectives of this class are to provide students with an intensive introduction to practical aspects of the English language, including vocabulary, syntax and the conventions of idioms.

### **CREDIT COURSES:**

<h2><b>ESL English As a Second Language</b></h2>
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#### ESL AO

#### ENGLISH AS A SECOND LANGUAGE Level 1, Open

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences.

The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

Prerequisite: None

- ESL BO ENGLISH AS A SECOND LANGUAGE Level 2, Open  
 This course extends students' listening, speaking, reading and writing skills in English for everyday and academic purposes. Students will participate in conversations, in structured situations, on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.  
 Prerequisite: ESL AO or equivalent
- ESL CO ENGLISH AS A SECOND LANGUAGE Level 3, Open  
 This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will also expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.  
 Prerequisite: ESL BO or equivalent
- ESL DO ENGLISH AS A SECOND LANGUAGE Level 4, Open  
 This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.  
**\*Successful completion of this credit is a prerequisite for grades 9 and 10 English programs.**  
 Prerequisite: ESL CO or equivalent
- ESL EO ENGLISH AS A SECOND LANGUAGE Level 5, Open  
 This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.  
**\*\* Successful completion of this credit is a prerequisite for grades 11 and 12 English programs**  
 Prerequisite: ESL DO or equivalent



<b>GRADES NINE AND TEN OR FIRST AND SECOND LEVEL</b>
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- GLC20**                      **CAREER STUDIES**                      .5 credit  
 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 postsecondary 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
- CVH20**                      **CIVICS**                      .5 credit  
 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 of significance in today's world and of personal interest to them.  
 Prerequisite: None
- 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 analyze 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 \*where applicable successful completion ESL DO/ESL EO

## ENG 2D

## 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. \*\*where applicable successful completion of ESL DO/ESL EO

## ADA 2O

## Drama, Grade 10, Open

This course provides opportunities for students to explore dramatic forms 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

## HIF10/20D

## Individual and Family Living, Grade 9 or 10 Open

This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources and how to become responsible members of society. Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society.

Prerequisite: None

## MPM 1D

## Principals of Mathematics, Grade 9, Academic

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

Prerequisite: None

- MPM 2D** 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 9, Academic, or Grade 9 Mathematics Transfer, Applied to Academic
- CGC1P** Issues in Canadian Geography, Grade 9, Applied  
 This course focuses on geographic issues that affect Canadians. Students will draw on personal and everyday experiences as they explore a range of issues, relating to food and water supplies, competing land uses, and 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
- CHC2D** Canadian History Since World War 1, Grade 10, Academic  
 This course explores the local, national, and global forces that have shaped Canada's national identity from World War 1 to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.  
 Prerequisite: None
- 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

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

PPL2O

Healthy Active Living Education, Grade 10, Open

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

Prerequisite: None

<b>GRADE ELEVEN OR THIRD LEVEL</b>
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- BAF3M** Financial Accounting Fundamentals, Grade 11, University/Collegiate Preparation  
 This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.  
 Prerequisite: None
- SPH 3U** 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
- SCH 3U** 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 behavior of bases. 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
- SB13U** Biology, Grade 11, University Preparation  
 This course furthers students' understanding of the processes involved 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

- HZB 3M**      **PHILOSOPHY: The Big Questions, Grade 11, University/Collegiate preparation**  
 This course addresses three (or more) of the following questions: What is a person? What is a meaningful life? What are good and evil? What is a just society? What is human knowledge? How do we know what is beautiful in art, music, and literature? Students will learn critical-thinking skills in evaluating philosophical arguments related to these questions, as well as skills used researching and investigating various topics in philosophy.  
 Prerequisite: None
- ICS3U**      **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
- ENG 3U**      **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, \*\*where applicable ESL EO
- MCR 3U**      **Math, 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

- CIE3M**                    **The Individual and the Economy, Grade 11, University/Collegiate Preparation**  
 This course examines the changing Canadian economy and helps students develop an understanding of their own role as economic agents. Students will apply economic models and concepts to assess the roles of the various stakeholders in the Canadian economy and analyse the interactions among them. Students will consider the economic behavior of the individual as consumer, contributor, and citizen in a mixed economy and will apply economic inquiry, critical-thinking, and communication skills to make and defend informed economic decisions.  
 Prerequisite: Canadian History Since World War 1, Grade 10, Academic or applied
- PPZ3O**                    **Health for Life, Grade 11, Open**  
 This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the *Vitality* approach to healthy living-an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.  
 Prerequisite: None
- BMI3C**                    **Marketing: Goods, Services, Events, Grade 11, Collegiate Preparation**  
 This course introduces the fundamental concepts of product marketing, which include the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.  
 Prerequisite: None

<b>GRADE TWELVE OR FOURTH LEVEL</b>
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- OLC40** This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.  
Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. As of 2004, principals may determine that a student may enroll in the course before he or she has had a second opportunity to take the OSSLT, if it is in the best educational interests of the student. Further, as of 2009, mature students may enroll in the course without having attempted and failed the OSSLT.  
For more information refer to page 20.
- SCH4U** Chemistry, Grade 12, University Preparation  
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.  
Prerequisite: Chemistry Grade 11, University Preparation
- ICS4U** Computer Science, Grade 12, University Preparation  
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



- SPH 4U                      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 transformation 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.
- 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
- ENG 4C                      This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.  
 Prerequisite: English, Grade 11, Collegiate Preparation
- ENG 4U                      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 work place.  
 Prerequisite: English Grade 11, University Preparation. \*\*where applicable ESL EO

CIA4U

Analysing Current Economic Issues, Grade 12, University Preparation

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgments, and present their findings.

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

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 large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of 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: Grade 11. Functions and Relations University Preparation or Functions, Grade 11 University/Collegiate Preparation.

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 Collegiate Technology, Grade 12, Collegiate Preparation.

- MCV4U**                      Calculus and Vectors, Grade 12, University preparation  
 This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.  
*Note:* The new Advanced Functions Course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).
- BAT4M**                      Financial Accounting Principles, Grade 12, University/Collegiate Preparation  
 This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets and introduces accounting for partnerships and corporations.  
 Prerequisite: Financial Accounting Fundamentals, Grade 11, University/Collegiate Preparation.
- BBB4M**                      International Business Fundamentals, Grade 12, University/Collegiate Preparation  
 This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing and management.  
 Prerequisite: None
- BOH4M**                      Business Leadership: Management Fundamentals, Grade 12, University/Collegiate 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

- LKADU** Mandarin, International Languages Level 4, University Preparation  
 This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.  
 Prerequisite: International Languages, Level 3, University Preparation
- CGW4U** World Issues: A Geographic Analysis, Grade 12 University Preparation  
 This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact 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.
- CLN 4U** Canadian and International Law, Grade 12, University Preparation  
 This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.  
 Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.
- HHS 4U** Families in Canada, Grade 12, University Preparation  
 This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships and parent-child relationships.  
 Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies.

<p style="text-align: center;"><b>More complete outlines of courses of study may be accessed by contacting the school via e-mail or by contacting the course instructors</b></p>
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**directly. E-mail addresses may be obtained by contacting the school during regular business hours.**

## ONTARIO SECONDARY SCHOOL DIPLOMA

Students entering Southern Ontario Collegiate will comply with the policies and requirements that are set out in the *Ontario Secondary Schools, Grades 9-12: Program and Diploma Requirements, 1999* and/or *Education Policy and Program Update to April 30, 2010*.

18 compulsory credits:

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)\*
- 1 credit in French as a second language
- 3 credits in mathematics (at least 1 in Grade 11 or Grade 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- .5 credit in civics
- .5 credit in career studies

Plus one credit from each of the following groups:

- Group 1: additional credit in English, or French as a second language\*\*or a Native Language, or social sciences and the humanities, or Canadian and world Studies, or guidance and career education
- Group 2: additional credit in health and physical education, or the arts, or business Studies, or French as a second language
- Group 3: additional credit in science (grade 11 or 12), or technological education, Or French as a second language\*\*\*or computer studies

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

\*\* In groups 1,2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

Co-operative education programmes and work experience are not offered at Southern Ontario Collegiate.

In addition, students must complete:

- 12 optional credits from available courses
- 40 hours of community involvement activities
- The provincial literacy requirement

### **Mandatory Forty Hours of Community Involvement**

Completion of forty hours of community involvement activities at any time during their years in the secondary school program is mandatory for the Ontario Secondary School Diploma. Community involvement activities may take place in a variety of settings: not-for profit organizations, public sector institutions and informal settings. \*The Guidance Department will assist students in selection and placement in order to complete this valuable piece of academic training. This requirement is to be completed outside students' normal instructional hours with appropriate documentation (prior approval in writing and documented and confirmed supervision. Forms will be distributed at orientation.

\*\*Community involvement activities may not begin before enrolment.

#### **Ineligible Activities**

The Ministry of Education and Training has developed the following list of activities that may not be chosen as involvement activities. An ineligible activity is an activity that:

- Is a requirement of a class or course in which student is enrolled
- Takes place during the time allotted for the instructional program on a school day. Students' lunch breaks or spare periods are permitted for an eligible activity.
- Takes place in a logging or mining environment, if the student is under sixteen years of age;
- Takes place in a factory, if the student is under fifteen years of age;
- Takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- Would normally be performed for wages by a person in the workplace;
- Involves the operation of a vehicle, power tools, or scaffolding;
- Involves the administration of any type or form of medication or medical procedure to other persons;
- Involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- Involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- Consists of duties normally performed in the home or personal recreational activities;
- Involves activities for a court-ordered program.

#### **Eligible Activities:**

- Hospitals
- Seniors' homes charities
- Local government (promoting positive environmental awareness)

- Service clubs
- Youth programmes
- Sports/recreation (contributing to the health and well-being of members of the community)
- Fund-raising
- Community events and/or projects
- Environmental projects and or work that supports ethical work of a global nature
- Volunteer work with seniors
- Committee work
- Religious activities
- Arts and culture
- School community service (structured tutoring, mentoring visiting and coaching)
- Theatre groups
- Food banks and/or various meal programmes
- An event or activity designed to be of benefit to the community
- Supporting a not-for-profit agency

Where an event or activity does not clearly fall within the previously stated guiding principles, the parents and student may apply in writing to the Principal who has the discretionary authority to approve or deny such requests. For students from outside Ontario who do not have Ontario credits and who have completed Grade 10,11, or more than grade 11, the principal will determine the number of hours of community involvement required.

### **Grade Ten Test of Reading and Writing: Ontario Secondary School Literacy Test**

All students must meet the literacy graduation requirement. Most students meet the requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT). A curriculum policy document outlining the requirements for the Ontario Secondary School Literacy Course (OLC 40) was released in 2003. Students who had had two opportunities to take the OSSLT and had failed it at least once were eligible to enroll in OLC40.

Revisions to this document in 2004 granted principals the discretion to allow a student to enroll in the OLC40 before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student. Further revisions in August 2009 stipulate that mature students may enroll in the OLC40 without having attempted and failed the OSSLT; clarify that the credit earned for successfully completing the OLC40 may be used to meet the Grade 11 (OLC30) or the Grade 12 (OLC40) compulsory credit requirement in English; OLC40 may be used as a substitution to meet requirements for compulsory credits.

**Accommodations:** The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan have a fair and equal opportunity to successfully complete the secondary school literacy test. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

**Deferrals:** Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a second language who have not yet acquired

the level of proficiency in English required for successfully completing the test. The principal will make the decision and/or initiate consideration of a deferral.

Exemptions: Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal be exempted from participating in the secondary school literacy test.

### **Substitutions for Compulsory Courses**

The principal of Southern Ontario Collegiate may replace **up to three** compulsory courses with courses from the remainder of those that meet the compulsory credit requirements. A maximum of one credit earned for a learning strategies course may be used through substitution to meet compulsory credit requirements. Career studies is a compulsory course. In addition, any other guidance and career education course may be used to fulfill the Group 1 additional compulsory credit requirement or may serve as a substitution for another course fulfilling a compulsory credit requirement.

### **Ontario Secondary School Certificate**

Students who decide to leave Southern Ontario Collegiate before graduation will be granted upon request, the Ontario Secondary School Certificate, providing they have earned a minimum of 14 credits (7 compulsory and 7 optional).

Compulsory credits must include the following: (total of 7)

2 credits in English

1 credit in Canadian geography or Canadian history

1 credit in mathematics

1 credit in science

1 credit in health and physical education

1 credit in the arts or technological education\*

Optional credits (total of 7)

7 credits selected by the student from available courses

\*The compulsory credit requirement for one credit in the arts or technological education has been modified to include a credit in computer studies.

### **The Certificate of Accomplishment**

Students who decide to leave Southern Ontario Collegiate who have not met either OSSD or OSSC requirements, may be granted a Certificate of Accomplishment which will be accompanied by student's Ontario Student's Transcript. For students who have an IEP, a copy of the IEP may also be included.

### **The Ontario Student Transcript (known as the OST)**

Upon completion of a credit, the credit is then entered into the OST, which is an official document that gives exact details of the credit taken. It informs the reader of the date a credit was earned, the subject, the level of instruction, the mark earned, the credit value and the institution that is processing the transcript.



This official document is kept at the Collegiate at all times and certified copies can be made upon written request. A certified copy of this transcript is the only document required for entrance to University from Southern Ontario Collegiate.

When a student successfully completes 30 credits he/she is eligible to receive the Ontario Secondary School Diploma (OSSD).

The OST will include the highest achievement in successfully completed Grade 9 and 10 courses and full disclosure for all secondary students taking Grade 11, 12 and OAC credit courses. As of 2010, the policy of disclosing students' successful and unsuccessful attempts at completing grade 11 and 12 courses has been modified, as follows: It does not apply to courses in English as a second language/English literacy development (ESL/ELD)

### **The Ontario Student Record (known as the OSR)**

Each student will have an OSR which will be maintained, used, retained and transferred with the student to any publicly-funded Ontario schools and inspected private schools with written request and upon receipt of a written statement of consent to the transfer (parent/adult students). Every student and his/her parent (s) have a right to access the student's OSR. Information from the OSR may be used to assist in the preparation of a report for an application for further education or employment if a written request for such a report is made by a student, a former student or the parent's) of a student who is not an adult student.

### **Access to the OSR**

“Access to an OSR means the right of those persons authorized by the Education Act or other legislation to examine the contents of the OSR. In addition, municipal and provincial freedom of information legislation permits persons who have the right to have access to personal information to receive copies of the information. This provision applies to both the period of use of the OSR and the period of retention and storage.” (Section 4, page 14)

Every student has the right to have access to his or her OSR. Parents of students under the age of 18 have the right to access the OSR. Under the Education Act, the supervisory officers, the principal and teachers of the school have access to the OSR for the purpose of improving the instruction of the student. In addition, the following bodies have rights to access the OSR: Ministry and School Boards, Courts and Law Enforcement agencies, Civil Suits, Cases Involving the Criminal Code, Provisions under the Child and Family Services Act.

**Full Disclosure Policy:** The Ontario Student Transcript (O.S.T.) will list all Grade 11 and 12 courses, taken or attempted by the student, with the percentage grades earned and the credits gained. The O.S.T. will include the highest achievement in successfully completed grade 9 and 10 courses. Which is to say, unsuccessful attempts at grades 9 and 10 courses, are not listed on the O.S.T. As of 2010, the policy of disclosing students' successful and unsuccessful attempts at completing 11 and 12 courses has been modified as follows: It does not apply to courses in English as a second language/English literacy development (ESL/ELD). Students are allowed to withdraw from any course within five days following midterm examinations without prejudice. That is to say such withdrawal from any grade course(s) will NOT be reflected on the Ontario Student Transcript.

**Recording and Reporting Procedures:** The recording and reporting of achievement of students' progress is an on-going process. Formal report cards will be given to students and parents of students under eighteen (or when students request so), both at mid-term and at the time when final evaluation of the course is complete. These results will be duly recorded and filed in the Ontario Student Record (O.S.R.). Periodically, throughout the school semester, the school may report the achievements of students under 18 years of age to their parents through phone calls or electronic mail (if and when appropriate). In addition, personal, individual and confidential access codes will be issued to parents so that they may be apprised of their son's, or daughter's achievement on an on-going basis.

### **Definition of a credit**

**A credit is granted by the principal on behalf of the Minister of Education upon successful completion (a mark of at least fifty) of a course scheduled for a minimum of 110 hours of classroom instruction.**

### **Waiving of pre-requisites**

The ministry of education document, *Course Descriptions and Prerequisites, 2011*, clearly identifies and prescribes the pre/co requisites for all courses offered under the auspices of the Ontario curriculum. Principals of post-secondary schools have the right to waive any prerequisites, when doing so is appropriate. In order for such a decision to be made, there must be compelling evidence and rationale to support the directive. Such evidence could include recommendations from instructors and/or placement tests. Waiving of pre-requisites at Southern Ontario Collegiate is very much the exception and not the norm.

### **Prior Learning Assessment and Recognition**

Under the direction of the principal, the prior learning and recognition process is developed in compliance with ministry policy and involves "challenge" and equivalency. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in SOC may have their skills and knowledge evaluated against the expectations outline in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as PLAR or Prior Learning Assessment and Recognition. A maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting a credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later. **Southern Ontario Collegiate does not at this time provide opportunities for the challenge process.**

When a student comes to Southern Ontario Collegiate, his/her transcript is evaluated to determine how many compulsory credits he/she has already earned and how many more credits are required in order for this student to secure their Ontario Secondary School Diploma. Determining equivalency involves the assessment of credentials from other jurisdictions.

Most of the courses of study have prerequisites.

Students entering Southern Ontario Collegiate come from many different countries with a wide variety of diverse school systems. In order to ensure consistency and fairness, Southern Ontario Collegiate evaluates students using the following paradigm.

- Students are given English and math tests upon arrival at the Collegiate. Our testing instruments include SAT tests, TOEFL tests, and SLEP tests. Decisions for student placement are made dependent on the student's results. Should there be a discrepancy between student's test results and other indicators, students are permitted a re-test. Interestingly, the second tests usually are in complete congruency with the first tests.
- Students also write English essays on generic topics

While the results from such testing may not be in accord with the student's expectations, students are always provided with the option to move up to a higher level, once they have proven their ability. Southern Ontario Collegiate privileges and honours transcripts, which are comprehensive, clear and come from a well-known and respected educational system. Nonetheless, eligibility is not a given, and is assiduously evaluated.

### **Alternative Ways of Earning Credits Towards the Ontario Secondary School Diploma The Independent Learning Centre (Correspondence Courses)**

Students may register in Independent Learning Centre programs in which case secondary school credits are granted by the ministry's Independent Learning Centre. Where possible, Southern Ontario Collegiate will enhance the ILC course with additional student activities and resources. Information about eligibility, enrollment procedures, and course offerings may be found in the current edition of the *Independent Learning Centre Student Guide* and through the ILC website. Courses offered will be courses in the curriculum policy documents and will enable students to fulfill the requirements for a diploma.

### **Policy on students studying outside Southern Ontario Collegiate**

Any student wishing to take courses outside of SOC, must first secure the permission of the principal. Such permission must be attained through conferencing and careful scrutiny of the student's achievement level and the nature of the course being considered. Once approval has been granted, the permission form from the external school will be duly signed. Upon completion of the course, the external school will provide a notarized report of the student's achievement and appropriate entries will be added to the Ontario Student Transcript.

### **Attendance Policy**

Regular attendance is a key component of the learning process and of the evaluation of student achievement in courses offered at Southern Ontario Collegiate. In order for students to achieve success, they must be present at classes. Instructors, aware of students' personal circumstances, will accommodate students appropriately, judiciously, and fairly in cases of absenteeism. Absence of up to one fifth of the total length of one course without either informing the school in advance or providing any subsequent written documents will normally lead to a student's failure in this course. In such cases, students will not be granted a credit for such a course. (Example for a full credit course, 20 absences will preclude eligibility to continue in the class). Absence from class means days away from class except on extraordinary occasions when the school has been informed in writing and special consideration and approval have been granted by school administration. Bill 52 was enacted into law on December 20, 2006, as "An Act to amend the Education Act respecting pupil learning to the age of 18 and equivalent learning". It introduced the requirement that students must stay in

school until the age of 18, stating: every person who attains the age of six years on or before the first school day in September in any year shall attend an elementary or secondary school on every school day from the first day in September in that year until the person attains the age of 18 years; and every person who attains the age of six years after the first school day in September in any year shall attend an elementary or secondary school on every school day from the first day of school in September in the next succeeding year until the last school day in June in the year in which the person attains the age of 18 years.

### **Student's Responsibility for Obtaining a Credit**

Students at Southern Ontario Collegiate have a number of responsibilities in order to obtain a credit. Students must

- behave in an appropriate manner, which reflects mutual respect for the rights of other and a readiness to support actively an environment conducive to intellectual growth. Please refer to Student Code of Conduct, which appears on page 33.
- attend all classes at the prescribed time.  
Students are given a grace period at the beginning of class; once the day's lesson formally begins once the door is closed. Lateness is both distracting and disruptive and all efforts are made to ensure students arrive at class on time. To this end, once the class has actually begun, students arriving late may be refused entry to class. Students who are late are marked accordingly on the roster. Extenuating circumstances are at the discretion of the teacher and principal in consultation.
- complete all assignments as requested by teachers.  
Students will be shown every consideration for extenuating circumstances which preclude completing work as assigned. Nonetheless, as a general rule, all work must be submitted as assigned.
- submit all assignments on time.  
Students are requested to submit assignments by a particular day. Failure to do this results in serious penalty. If a student has extenuating circumstances then arrangements must be made well in advance to the designated due date with the principal and subject teacher.
- complete in-class tests.  
Absence on the date of tests, without reasonable grounds, results in a ZERO mark. Retests are given at the discretion of teachers.
- write two formal examinations.
  - a) mid-term examinations
  - b) final examinations
 These examinations are written in a well supervised, well presided examination centre. Failure to write an examination, without legitimate and reasonable grounds for absence, results in a mark of zero. In the event of extenuating circumstances, deferred exams will be the preferred option.
- obtain a minimum of 50% in any given course.  
All student achievements are recorded on the reports in percentages.

## **GUIDANCE PROGRAM**

Upon arrival at SOC, students are consulted and counseled on their educational goals. The great majority of students have very definite goals already in place. It is the policy of the Collegiate not to impede these goals but rather to help students achieve their greatest potential. Furthermore, it is compulsory that all students entering Southern Ontario Collegiate subsequent to September, 1999, take the .5 credit career studies course. In addition, all students enrolling after this date will also have a working Guidance and Career Education plan. Upon graduation or leaving SOC, students will receive counseling and guidance to assist them in their next steps.

The school also facilitates students' locating of universities in Canada, U.S.A., U.K. and Australia. The Collegiate will assist in the following:

- submit application forms for universities/colleges outside of Ontario
- help students complete the Ontario University Application Centre's Form 101
- collect the appropriate fees and duly submit them to post-secondary institutions
- obtain the required immigration forms and help students obtain visas for post-secondary pursuits
- write letters in reply to post-secondary institutions' requests
- supply all the necessary materials for correspondence with post-secondary institutions
- telephone or fax to clarify any data
- supply post-secondary institutions' brochures and other literature for student perusal
- make arrangements for student interviews or students' English proficiency test
- arrange transportation for students to Toronto, Ottawa, Montreal and Buffalo for visa purposes
- Ensure students purchase health insurance upon arrival in Canada
- Supply transcripts and letters of reference, upon request to assist in post-secondary application procedures.
- complete confidential application forms for entry to post-secondary admissions

## **Individual Education Plan**

Under Regulation 181/98, the principal is responsible for ensuring that an IEP is developed for exceptional students within 30 school days after placement of the pupil in the program. Section 1 of the Education Act defines a special education program as "an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil".

\*\*\*More detailed information is available by accessing "The Individual Education Plan (IEP) A Resource Guide 2004".

## **Individual Pathways Plan**

The Individual Pathways Plan (IPP) allows students to document their learning in education and career/life in an individual pathways plan. Such a plan will allow students to document evidence of their ongoing inquiry and development in the four areas of learning. In this way students will take responsibility for their learning and for planning their future. Further the plan enables students to make decisions, set goals and develop and implement the steps needed to successfully complete secondary school and proceed to their initial postsecondary destination. Such planning for the transition from secondary school to postsecondary endeavours must be included as part of student learning in the compulsory grade 10 career studies course.

## **EVALUATION OF STUDENTS**

Evaluation of students at Southern Ontario Collegiate is a continuous and on-going process. The following criteria are used for this evaluation.

- in-class essays and assignments
- in-class quizzing
- in-class presentation
- independent study
- group presentations
- assignments to be completed at home
- mid-term formal examination
- final examination

A student's final achievement mark in a subject is based on term work and exam results, the ratio being 70% term work and 30% for a final evaluation in the form of a final exam, performance, essay or other summative tool.

Plagiarism is assiduously and strictly prohibited. Southern Ontario Collegiate protects the integrity of credits conferred by privileging diligence, perseverance, and performance. Such accomplishments are to be celebrated because of the considerable challenges of languages and cultural displacement. The administration of the Collegiate recognizes and respects these challenges; nonetheless, teachers do not on any level compromise the standard or quality of work and expectations. (For further information please refer to the policy on examinations, cheating and plagiarism on page 29.)

### **Evaluation and assessment of student achievement**

Students are evaluated and assessed in accordance with the directives which have been mandated by the Ministry of Education for the province of Ontario in each subject's respective achievement chart.

The assessment of each and every student is a holistic process and is comprised of a number of venues to gauge a student's achievement: quizzes, presentations, seminars, note-taking, and ability to answer questions, participation, interaction, essays, conversation and observation. The purpose of classroom assessment is three-fold:

- "Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there."
- "Assessment as learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves." (At SOC this is accomplished in a number of ways but most explicitly in the tutorial exchange of peer counseling, peer tutoring and our in-house tutor.)
- "Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures."

Evaluation is also conducted in a number of paradigms to allow each student to be the best he or she can be. Each course has a mid-term examination which takes place in about the middle of the course and a final

examination which is conducted closer to the end of the course. While these examinations are weighted according to the ministry directives, they do not determine whether a student passes or fails. This consideration and granting of credit is dependent upon the results the student has achieved throughout the entire course with consideration given to the most recent and continuous level of achievement.

### **Examinations Policies**

Under extraordinary circumstances, examinations may be deferred. However, missing an examination completely, without any prior arrangements having been made may result in a mark of zero on the examination. If students come late to an exam, they will be admitted only within the first hour of the scheduled examination period. Only scientific, non-programmable calculators can be used for exams, when applicable and no electronic dictionaries are allowed for any course.

For a more detailed description of examination rules and regulations, please contact the school directly. There are consequences for cheating, plagiarizing, not completing work and submitting work late. All assignments, tests and exams must be the students' own work and cheating and plagiarism will not be condoned. SOC works assiduously to prevent and detect cheating and plagiarizing and has established a protocol of consequences for students who cheat or plagiarize. This protocol is dependent on the following criteria: the grade level of the student, the maturity of the student, the number and frequency of incidents, and the individual circumstances of the student.

### **Ministry of Education Objectives**

The educational objectives mandated by the ministry of education follow the four categories of knowledge and skills in all subjects: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in courses in each discipline. For each of the categories, there are detailed descriptions of student achievement described. (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy and its implementation can be provided upon request from the ministry document, *Growing Success Assessment, Evaluation, and Reporting in Ontario Schools First Edition, Covering Grades 1 to 12 2010*). The current vision for schools can be accessed in "For the Love of Learning", 2014 policy document on the Ministry's web-site.

## STUDENT CODE OF CONDUCT

### SOUTHERN ONTARIO COLLEGE ADOPTS A POLICY OF ZERO TOLERANCE TO ANY VIOLATIONS OF THE STUDENT CODE OF CONDUCT. INFRACTIONS WILL RESULT IN IMMEDIATE SUSPENSION AND/OR EXPULSION.

#### STUDENTS RIGHTS AND RESPONSIBILITIES

The Student Code of Conduct explains the expectations that Southern Ontario Collegiate has of its scholars. Some instructors at the school have developed more specific rules and regulations designed to meet scholarly integrity. It is the responsibility of each instructor to make students aware of these expectations. It is the responsibility of each student to adhere to the Student Code of Conduct as well as any additional rules and regulations developed by individual instructors.

The Code of Conduct contains regulations which outline the limits of conduct considered to be consonant with the goals and well-being of Southern Ontario Collegiate

Southern Ontario Collegiate regards and treats students as responsible individuals who are free to organize their own lives, behaviour and associations, subject to Canadian laws and to the regulations of Southern Ontario Collegiate. These laws and regulations exist to ensure the rights of all students and faculty at Southern Ontario Collegiate. With respect to students, these rights and the responsibilities which accompany them, include, but are not limited to, the following.

1. Students retain all ordinary rights as a citizen but, as students they continue to have the RESPONSIBILITY to abide by all Federal, Provincial and Municipal laws and regulations in addition to the Collegiate's own policies.
2. Students have the right to participate unhindered in the academic, intellectual, cultural and social life of Southern Ontario Collegiate. They have the responsibility to respect the rights of others to the same participation by refraining from actions that threaten or disrupt classes, meetings, events or other academic activities or that prevent others from freely expressing their views.
3. All students have the right to the safety and security of their own well-being in an environment free from harassment, intimidation, discrimination or assault. Students have the responsibility to treat others with respect and to refrain from acts of harassment, intimidation, discrimination or assault.
4. Students have the right to safety and security of personal property. Students have the responsibility to refrain from acts of theft, willful destruction or vandalism of the property of others.

Students have the right, subject to their compliance with Southern Ontario Collegiate's policies and rules, to the free and peaceful use of School property, grounds and facilities for all legitimate purposes. They have the responsibility to respect and maintain the integrity of such property, grounds and facilities so they may be equally available to others.

#### STUDENT CONDUCT

1. All students are expected to maintain a high standard of conduct based on the Statement of Student Rights and Responsibilities and appropriate to a community of scholarship and learning.
2. Students are expected to be individually responsible for their actions.



3. The use of physical violence is contrary to the aims of Southern Ontario Collegiate. Any form of assault, harassment, intimidation and/or threats of violence is strictly prohibited and may also be referred to civil authorities.
4. No person shall verbally or physically assault another person, threaten another person with bodily harm or knowingly cause another person to fear bodily harm.
5. No person shall knowingly create a condition that endangers the health, safety or well-being of another person.
6. No person shall threaten any other person with damage to such person's property or knowingly cause any other person to fear damage to her or his property.

#### ALCOHOL ABUSE AND ILLEGAL DRUGS

1. Policies and regulations on the consumption and possession of liquor are defined by the Ontario Liquor License Act and apply to Southern Ontario Collegiate.
2. Federal laws with respect to drugs apply at Southern Ontario Collegiate. The possession, use or selling of illegal drugs is strictly prohibited. Such flagrant defiance of the code of conduct will result in immediate expulsion.

#### TAMPERING WITH FIRE AND EMERGENCY EQUIPMENT

It is a criminal offense to tamper with emergency fire protection (fire bells, fire extinguishers, etc.) to set unauthorized fires or to raise a false alarm. Fire and smoke doors on corridors or stairways shall not be blocked or wedged open. Any such conduct is strictly prohibited.

#### FIREARMS

It is an offense to keep firearms and weapons anywhere within the confines of Southern Ontario Collegiate.

#### SMOKING IN DESIGNATED AREAS

Southern Ontario Collegiate is working toward a smoke-free environment and has implemented a No Smoking Policy in compliance with the city ordinance. Smoking is prohibited on all school property.

#### ANTI DISCRIMINATION POLICY

Discrimination and harassment are prohibited at Southern Ontario Collegiate. We view discrimination and harassment as serious human rights issues. Discrimination and harassment are demeaning to human dignity and are unacceptable in Southern Ontario Collegiate's healthy work environment. Discrimination and harassment will not be tolerated against any member of the Collegiate's community, teachers, staff and students alike.

Southern Ontario Collegiate affirms the right of every member of its constituency to live, study and work in an environment that is free from discrimination and harassment. Discrimination and harassment are incompatible with Southern Ontario Collegiate's high standard of professional ethics and with behaviour appropriate to such an institution of learning.

## DEFINITION OF SEXUAL HARASSMENT

Sexual harassment is defined as comment or conduct of a sexual nature directed at an individual or group by another individual or group of the same or opposite sex where it is known, or ought to reasonably be known, that this attention is unwanted. In this context sexual harassment includes but is not limited to:

- sexual assault
- any reward or promise of reward, whether explicit or implicit for complying with a sexual solicitation or advance.
- any reprisal or threat of reprisal, whether explicit or implicit, for refusing to comply with any sexual solicitation or advance.
- any harassing behaviour of a sexual nature, verbal or non-verbal, directed at one or more individuals or groups, that creates an intimidating, hostile or offensive environment or interferes with academic or work performance, in a manner that exceeds the bounds of freedom of expression and academic freedom
- discriminatory action based on sexual stereotyping
- other harassing behaviours of a sexual nature, whether verbal or non-verbal. The following list of examples, while not exhaustive, may constitute sexual harassment depending on the context in which the incident takes place, the frequency and the severity of the incident and whether it is known, or ought reasonably to have been known, that the conduct was unwanted: an unwanted sexual solicitation or advance, sexist jokes causing embarrassment or offense, leering, the display of sexually offensive material, sexually degrading words used to describe an individual, derogatory or degrading remarks directed towards members of one sex or of one sexual orientation, sexually suggestive comments or gestures, inquiries or comments about a person's sex life, repeated offensive sexual flirtations, advance, propositions, demands for sexual favors, unwanted touching or patting, verbal abuse or threats of a sexual nature.

## STATEMENT OF PRINCIPLES

1. Sexual harassment is prohibited at Southern Ontario Collegiate. Sexual harassment is demeaning to human dignity and is unacceptable in a healthy work environment and one in which scholarly pursuit may flourish. Southern Ontario Collegiate will not tolerate the sexual harassment of any member of the Collegiate and will strive through education and deference to create an environment free from such behaviour on its premises.
2. Southern Ontario Collegiate affirms the right of every member of its school to live, study and work in an environment which is free from sexual harassment. Behaviour constituting sexual harassment as defined is incompatible with the standards professional ethics and with behaviour appropriate to an institution of learning.
3. Southern Ontario Collegiate will maintain an environment in which students and teaching and non teaching staff can engage in free inquiry and open discussion of all issues. An academic and free community must also include freedom of movement and freedom of access to facilities and resources without fear of harassment, discrimination or violence.
4. Sexual harassment is a serious human rights issue. It can be exacerbated by discrimination on other grounds such as disability, race, religion, ethnic origin or sexual orientation.
5. Southern Ontario Collegiate recognizes its legal and moral responsibility to protect all its members from sexual harassment and to take action if such harassment does occur.

## **SUPPORTS FOR ENGLISH LANGUAGE LEARNERS**

Southern Ontario Collegiate's ESL department supports English language learners in terms of appropriate curriculum and recognizes the importance of the orientation process while being cognizant of the adjustment necessary for assimilation into a new social environment. To encourage students as they go through the "silent period", SOC provides a supportive learning environment. Teachers are cognizant of the challenges these young people face and provide adaptations and accommodations. A variety of strategies will be used to assist instruction and facilitate the success of these students. Students for whom English is not the first language will be granted accommodations (extra time, oral interview, demonstrations, visual representations.) SOC's in-house tutor will play a vital role in incorporating these strategies and providing additional support. More complete information on support English language learners can be obtained from *The Ontario Curriculum, Grades 9-12: English as a Second Language and English Literacy Development, 2007*.

## **COMMUNITY RESOURCES**

There are a number of community resources available to assist English language learners as well as the school population at large. Such resources include but are not limited to:

- Hamilton Public Health School Services
- Hamilton parks and recreation (special events)
- Hamilton tourism and information services
- Hamilton Art Gallery
- YMCA/YWCA
- Hamilton Public Library
- Immigrant Women's Centre

## **COMPUTER LAB AND RESOURCE CENTRE**

Southern Ontario Collegiate's computer lab is located in Room 303. The lab is used for computer courses and is available to students during the regular school day. Southern Ontario Collegiate is equipped with numerous Smartboards in many classes which also facilitate and promote student participation and learning. The school endorses and enthusiastically supports peer tutoring and students taking ownership in the learning process. Southern Ontario Collegiate is located within five minutes to the city of Hamilton's main library. This public library houses the largest collection in the city and is a fine resource for all students, particularly English language learners (resource centre located on the fourth floor of the library).