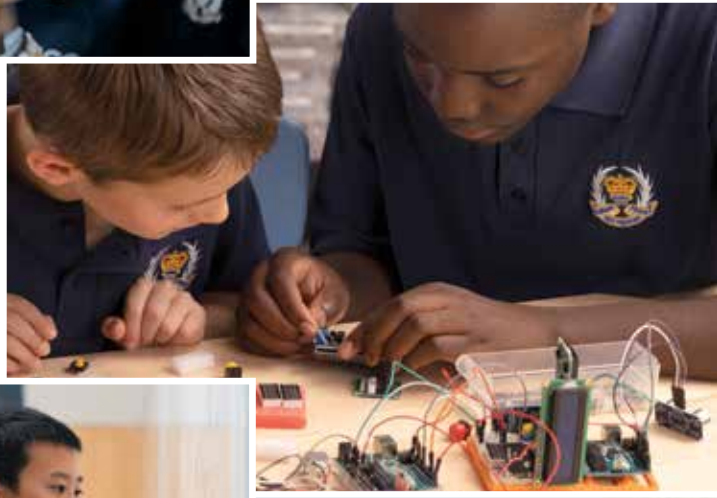


**YOU'LL  
NEVER  
WALK  
ALONE**



VIEWBOOK FOR 2023 ENTRY

**UCC**  
UPPER CANADA COLLEGE



# YOU'LL NEVER WALK ALONE

At UCC, you'll be supported by a community that values learning, service, pluralism, and wellbeing. Whenever and wherever you are, on campus or at home, you'll never walk alone. It's what unites our students and inspires each of them to make a positive impact on their world.



# Experience the UCC *Difference*

Since 1829, Upper Canada College has been educating the next generation of leaders and innovators.

In our nearly 200-year history, the school has undergone incredible transformation. Alongside the historical landmarks many associate with UCC — the brick walls, iron front gates, majestic clock tower — stand modern facilities and adaptable learning spaces equipped with the latest technology.

Our approach to education has similarly evolved. The College's foundational focus on a liberal education is delivered through the International Baccalaureate (IB) programmes, globally recognized as the gold standard for university preparatory programs.

In addition, our commitment to needs-based financial assistance has expanded substantially, offering more than \$5 million annually to students of the highest potential, creating a diverse learning community that reflects our city and nation.

These innovations have shaped what is only a part of the Upper Canada College difference. We are not just about academic heights reached, championships won, or brilliant theatrical performances — although these are integral to what makes the College the outstanding place it is. What's equally important is how our students take forward the transformational learning experiences that are a hallmark of a UCC education.

Grounded in our vision to inspire boys to be their best selves is our commitment to fostering a vibrant school community that reflects the pluralism and promise of Canada. We offer an extraordinary range of opportunities for growth and discovery, as well as the support needed to thrive among a network of dedicated faculty and staff, and lifelong friends.

I encourage you to learn more about Upper Canada College and discover the UCC difference. We look forward to welcoming you.

**SAM MCKINNEY**

*Principal, Upper Canada College*





## VISION

Upper Canada College values each boy and inspires him to be his best self. A UCC experience reflects the pluralism and promise of Canada, and identifies the College as a global leader in the education of boys.

## MISSION

Upper Canada College provides transformational learning experiences that foster the development of head, heart and humanity, and inspire each boy to make a lasting and positive impact on his world.

## VALUES

Upper Canada College's values build on our rich history and traditions and serve to inform how we interact with each other and with our world.

**LEARNING • PLURALISM • SERVICE • COMMUNITY • WELLBEING**



# The UCC *Experience*

## An exceptional environment for future-building.

The minute you set foot on our stunning campus, you begin to understand why Upper Canada College truly stands apart. Yet there's so much more to UCC than meets the eye. It's the combination of our world-renowned academics and unmatched opportunities that distinguishes UCC as a leader among North American independent schools.



### **DEVELOPING THE WHOLE STUDENT**

Supported by the curricular framework of the International Baccalaureate programmes, we teach each student to think, care, try, stretch and grow, ultimately inspiring them to become their best selves.



### **ACTIVITIES OUTSIDE THE CLASSROOM**

With 19 different team sports, 14 music ensembles, six co-ed theatrical productions and more than 80 student clubs and organizations, students have countless opportunities to discover and nurture their passions.



### **AN IB DIPLOMA THAT OPENS DOORS**

Not only do our graduates regularly gain admission to the post-secondary schools of their choice — they thrive there, many receiving scholarships and university credit for advanced courses.



### **UNPARALLELED FACILITIES**

Our extensive facilities include a double-pad arena with NHL- and Olympic-sized rinks, a fitness complex, tennis courts, swimming pool, recital hall, theatre, film, computer and design labs, music studios with professional recording equipment, state-of-the-art science labs and more. We've invested more than \$80 million over the last seven years to upgrade many learning spaces and facilities.



### **LIFELONG FRIENDSHIPS**

Students establish lifelong friendships and connections at UCC that transcend space and time, especially among our tight-knit community of more than 80 boarding students from 25 different countries.



### **STRONG SUPPORT SYSTEMS**

A big school means a large network of dedicated professionals, including faculty at the Wernham West Centre for Learning who are ready, willing and able to help each student — whether it's in terms of their learning, academics, physical, social and emotional wellbeing or their future career options.





**THE UPPER SCHOOL** houses classrooms and facilities for UCC's Year 8 to 12 students, 765 in all, featuring the 175-foot high Rogers Tower that has become one of Toronto's most recognizable landmarks.



**AT UCC'S NORVAL OUTDOOR SCHOOL**, a 535-acre facility about a 40-minute drive north of Toronto, students learn about nature, explore the wilderness and increase their environmental awareness.



**THE PREPARATORY (PREP) SCHOOL** is home to 435 students in Senior Kindergarten to Year 7, surrounded by a vegetable garden, playground, sports court and expansive playing fields.



# Learning at *UCC*

A transformational experience that lasts a lifetime.

Learning about oneself and the world is at the heart of a UCC education. Through a broad liberal education and programs of personal development, each student gains an understanding of themselves, strong and wide-ranging skills, and knowledge that prepares them for success and responsible citizenship.

At UCC we strive for excellence and celebrate accomplishment, valuing learning as a journey and not a destination, and we believe International Baccalaureate (IB) programmes provide the best curricular framework for achieving this goal. We are proud of our association with the IB, distinguished by its superior international education standards and rigorous assessment.





# UCC as an IB Continuum World School



## Primary Years Programme (PYP)

### SENIOR KINDERGARTEN TO YEAR 5

The PYP nurtures and develops young students as caring, active participants in a lifelong journey of learning. Through its inquiry-led, transdisciplinary framework, the PYP challenges students to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real-life contexts.



## Middle Years Programme (MYP)

### YEAR 6 TO YEAR 10

The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. The authorization of the MYP in 2020 makes UCC the first boys' school in North America to offer all three IB programmes.

## Diploma Programme (DP)

### YEAR 11 AND YEAR 12

The DP aims to develop students who have excellent breadth and depth of knowledge — students who flourish physically, intellectually, emotionally and ethically. At UCC, our graduating students' average DP scores are 10 per cent higher than the world average, granting them rare access to top universities around the globe.





### The PYP Wheel Explained

From Senior Kindergarten to Year 5, school subjects are connected by a series of “big idea” transdisciplinary themes so that students acquire the knowledge, concepts and skills of traditional subject areas while learning about broader global ideas and local perspectives. Here is a Year 4 example of how one transdisciplinary theme is connected to different subjects.

# The Primary Years Programme

It starts with a simple question — with a not-so-simple answer.

*Why is blood red?*

*How did dinosaurs become extinct?*

*Will I be able to travel to the moon one day?*

Imagine the excitement of having a say in what you're going to study every day. This is what the International Baccalaureate's Primary Years Programme and inquiry-based learning is all about: harnessing young students' natural curiosity and channeling it towards self-directed discoveries. It's the first building block in the IB system, whetting students' thirst for knowledge and setting the stage for future success.



## LANGUAGE

Students read and study a novel about the discovery of a lost Group of Seven sketch, and learn about the Group's role in Canadian culture.

## SOCIAL STUDIES

Exploring the political and physical regions of Canada, students inquire into the concept of regional identity, culture, national identity and stereotypes.

## VISUAL ART

Students explore nature and landscapes through a study of the Group of Seven artists. A trip to the McMichael Canadian Art Collection supports classroom learning.

## MUSIC

To explore regional identity further, in choral music students explore Canadian songs connected to certain geographical regions.

This transdisciplinary theme explores the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.



# Learning in *Action*

## Norval Outdoor School

Students get their first taste of wilderness learning at Norval starting in SK, exploring and identifying different habitats (aquatic and terrestrial) found on the property. As students grow older, activities focus on outdoor skills such as fire-building, habitat studies and maple sugaring. These activities promote care for the environment, consideration of others, co-operation, effective communication and a commitment to improvement.

## The PYP Exhibition

The PYP culminates in Year 5 with the Exhibition, where small groups of students tackle big problems and take action towards finding solutions. After weeks of research, they present their findings in a multimedia expo, teaching other students, teachers and parents about everything they learned.



## PYP Exhibition Actions

SMALL STEPS TO CHANGE THE WORLD



### ANIMAL RIGHTS

Students read to animals at the Toronto Humane Society after learning that pets awaiting homes receive the necessities of life but little companionship.



### ENERGY CONSERVATION

This group challenged classrooms to turn their lights off or down for one day, and rewarded successful classes with a door sticker.



### **The MYP Wheel Explained**

The MYP, which is studied in Year 6 to Year 10, comprises eight subject groups taught through a lens of global contexts that promote personal understanding, an emerging sense of self and community responsibility.

# The Middle Years Programme

The questions evolve, becoming more complex and outwardly focused.

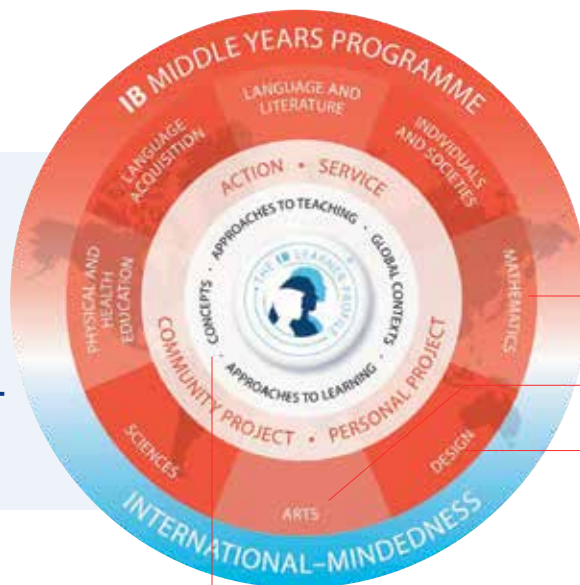
*What colour best expresses my personality?*

*How many different cultures live in my neighbourhood?*

*What can I build to help the hearing impaired?*

When students enter the Middle Years Programme they're primed to build on their research and presentation skills. They explore their passions from a global perspective, connecting their studies to their community and beyond. When they complete the MYP in Year 10, students have the confidence to approach problems both big and small, and the skills to tackle them.

**How Global Contexts Promote International-Mindedness**



## How the MYP Approach Develops Caring, Critical Thinkers

In learning about quadratic equations, Year 9 students filmed a live-action documentary of themselves throwing a projectile then added an animation overlay to illustrate the parabola. It gave students a tactile way to connect real-life actions with abstract math concepts, and gave creative students a chance to shine.

In Year 6 Art, students explore how to create a dynamic composition that captures their unique perspective. Not only are the students using the technical skills of perspective in art, they're also learning about how they learn and how they see the world, which helps them develop a deeper understanding of how everyone is unique.

In Year 7 Design, the students will apply the MYP Design Cycle to develop a logo that best communicates their own personal brand. In addition to learning the psychographic qualities of colours and shapes, the students reflect on what character traits best define them and how they want to be perceived by the public.

## GLOBALIZATION AND SUSTAINABILITY

In Year 8 Biology, students learn about natural ecosystems and how they're interconnected and balanced, and the cause and effect of human interference in those systems.

## FAIRNESS AND DEVELOPMENT

In Year 8 English, students read *Animal Farm* and study media examples of propaganda. They discuss the concepts of democracy, politics, government and civil society, and how power and privilege develop out of these constructs.

The Hixon Family Design Lab at the Prep School is equipped with the latest technology, where students can experiment, collaborate and innovate during the critical early stages of their learning.

# Learning in *Action*

## Design

We've introduced Design Thinking and Design Innovation across all years at UCC, but it really takes off in the Middle Years Programme. Through dynamic course options and cutting-edge facilities, UCC students develop the complex problem-solving skills and creativity needed to grapple with the challenges of our changing world.

### The MYP Design Cycle

The MYP Design Cycle is modeled after a creative process used by top tech, business and engineering companies to solve complex problems. It takes students through four stages of solution development in the Design course.

#### 1 INQUIRING AND ANALYZING

The student is presented with a real-world problem — for example, design a robotic solution for a disaster zone response need — and outlines design considerations in a brief.

#### 2 DEVELOPING IDEAS

They sketch out different designs and, through consultation with the client and the teacher, choose the best one to build.

#### 3 CREATING THE SOLUTION

They use a variety of tools to bring the design to life, taking control of every aspect of production from beginning to end.

#### 4 EVALUATING

They test their product and evaluate its success at addressing the problem that was first identified and repeat the cycle as necessary.



# The Personal Project

The Personal Project exemplifies the learning skills MYP students have been developing over the last five years: self-management, research, communication, critical and creative thinking, and collaboration. Undertaken over an entire calendar year, the project itself could be anything – from creating a new science experiment to drafting a professional business plan. As long as the inspiration for the project comes from the heart, and the outcome has relevance to society on a global scale.



With its stations for both individual and team-centred work, presentation zones, and flexible spaces to accommodate a range of materials and supplies, the Atkins Family Design Lab at the Upper School is a hub of discovery and inspiration.



## ROBBIE'S PROJECT

Develop an app that easily connects high school students with seniors in hospitals.

### Global Context

Fairness and development

### Personal Inspiration

“When visiting my grandfather at the hospital last year, I noticed that although he was lucky to have frequent visitors, several other patients were left alone at a difficult time in their life.”

### End Goal

Improve seniors’ experiences while providing a meaningful opportunity for high school students to help.



## DYLAN'S PROJECT

Design a Les Paul-style electric guitar.

### Global Context

Scientific and technical innovation

### Personal Inspiration

“I’ve had a passion for music for a long time and I play guitar. I’ve always been interested in how they work... how small changes over time have had a huge impact on design.”

### End Goal

Rock out on a working electric guitar he designed and built himself.



### **The Diploma Programme Explained**

In the DP, Year 11 and 12 students take courses across six subject groups, mirroring the breadth of a university undergraduate program. Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

# The Diploma *Programme*

Asking complicated questions,  
seeking thorough answers.

*Why is beauty relevant to mathematics?*

*Does science allow for intuition?*

*Can historic writing be free from perspective?*

These are actual questions pondered in UCC's Theory of Knowledge course, characteristic of the elevated discourse in Diploma Programme (DP) classes and just one of the many reasons why the DP is considered the gold standard of university prep programs. It's challenging, but achievable, especially for students seeking to distinguish themselves from the crowd. To facilitate their success, we've created a supportive academic environment where students can stretch outside their comfort zones just enough to realize their full potential.



This course load is complemented by a Theory of Knowledge course (reflecting on the nature of knowledge and how we know what we claim to know), a 4,000-word Extended Essay (comparable to writing assignments required of undergrad students), and co-curricular pursuits in Creativity, Activity and Service (CAS).

## Sample Courses

### LANGUAGE ACQUISITION

French  
Latin  
Mandarin  
Spanish  
*(other languages available conditionally at an additional cost)*

### SCIENCES

Biology  
Chemistry  
Computer Science  
Environmental Systems  
Physics  
Sports, Exercise & Health Science

### THE ARTS

Film  
Music  
Theatre Arts  
Visual Arts

### INDIVIDUALS AND SOCIETIES

Geography  
Economics  
History  
Philosophy

# Learning in *Action*

## The Extended Essay

The Extended Essay (EE) is an independent, self-directed piece of research, finishing with a 4,000-word paper. Students choose a topic related to one of the six DP subjects, and meet regularly with their EE adviser to focus their research and hone their writing. Through the process, they develop the capacity to analyze, synthesize and evaluate knowledge.

### SAMPLE EXTENDED ESSAYS:

- 1 How is the establishment and evolution of the James Bond identity influenced by sound and dialogue?
- 2 Considering the impacts of climate change over the past 50 years on Toronto, to what extent is it favourable for the city to prioritize climate change adaptation over climate change mitigation?
- 3 To what extent are overstretched valuations of companies the primary cause of stock market crashes of the modern era (1900-2018)?
- 4 What is the upper bound for the gap between an infinite number of pairs of primes?
- 5 Can working out with music help to increase the duration of a bodyweight plank?



## CAS Project

In order to become well-rounded students and not just accomplished learners, DP students incorporate Creativity (arts), Activity (athletics) and Service (volunteerism) activities into their weekly schedules. They also complete a CAS project that spans at least a month. Here are some examples of CAS projects:



### RAPHAEL

After spending a week in the Arctic community of Kugluktuk during an exchange program, Raphael returned during the summer along with fellow UCC student Matt to organize and run a week-long program for Kugluktuk youth.



### RICHARD

Richard invited the director of the Fairbank Center for Chinese Studies at Harvard, Professor Michael Szonyi '84, to speak at a UCC forum he organized on the impact of cultural differences on society and economy, which was livestreamed around the globe.

## Leadership

Leadership opportunities take many forms at UCC, but they all have a similar focus — positioning students to make a positive impact on their world. In their senior year, students elected to the Board of Stewards make decisions in a pluralistic environment where all voices are heard and considered. Effecting real change at UCC empowers them to do the same in their lives outside the school.





# Our Academic *Program*

## The path to UCC's incomparable education

While the IB provides us with a framework for teaching — the “how” and the “why” — we must also ensure that “what” we teach meets both IB and Ontario Secondary School Diploma criteria. Here’s an at-a-glance look at the substance of the academic program from start to finish.

### **ONE-TO-ONE APPLE DEVICE PROGRAM**

Students have access to individual iPads from SK to Year 4 and their own laptop beginning in Year 5, and they are permitted to take their laptops home daily starting in Year 6. This allows them to integrate technology in all learning, supports research and exploration and helps develop creativity and critical thinking.

### **PREP FRENCH**

French is introduced in the classroom in SK. Beginning in Year 5, there are three levels of French instruction: Fast-track, Standard, and Enriched. Most students will follow the Standard French program. Some students will be recommended for the Enriched French program on the basis of a strong background and demonstrated fluency and skills.

### **ATHLETICS**

Physical education is integrated into school life beyond PE classes. Students have the opportunity to participate on school teams beginning in Year 4, which compete in the Canadian Independent School Athletics Association leagues and in national tournaments starting in Year 7. If students don't join a team, there are many intramural sports opportunities at both the Prep and Upper School.

# Prep School

## Senior Kindergarten to Year 5

### Primary Years Programme (PYP)

- Language
- Social Studies
- Mathematics
- Arts
- Science
- Personal, Social and Physical Education

## Year 6 and Year 7

### Middle Years Programme (MYP)

- Language and Literature (English)
- French
- Individuals and Societies (History/Geography)
- Mathematics
- Science
- Arts (Music/Visual Arts)
- Design
- Physical and Health Education

# Upper School

## Year 8 to Year 10

### Middle Years Programme (MYP)

## YEAR 8

Students complete a program of eight courses:

- Language and Literature (English)
- Language Acquisition (French)
- Mathematics
- Science
- Individuals and Societies (Geography)
- Physical and Health Education
- Arts (Visual Art and Music)
- Design

## YEAR 9

Students complete a program of eight courses:

- Language and Literature (English)
- Language Acquisition (choice of French, Latin, Spanish or Mandarin)
- Mathematics
- Science
- Individuals and Societies (History)
- Physical and Health Education

- Arts (choice of Visual Arts, Music or Theatre Arts)
- Design (choice of Coding and Programming, Digital Media or Innovative Product Design)

## YEAR 10

Students complete a program of eight courses:

- Language and Literature (English)
- Language Acquisition (choice of French, Latin, Spanish or Mandarin)
- Mathematics
- Science
- Civics and Global Citizenship
- Physical and Health Education
- Arts (choice of Visual Arts, Music or Theatre Arts)
- Design (choice of Coding and Programming, Digital Media or Innovative Product Design)

## Year 11 and Year 12

### Diploma Programme (DP)

Students choose six subjects, one each from discipline groups 1–5 and one from group 6 or an additional subject from groups 1–5. Three subjects are taken at Higher Level (HL) and three at Standard Level (SL).

## GROUP 1

- HL and SL English Literature
- HL and SL English Language and Literature
- HL French Language and Literature
- SL Mandarin Language and Literature

## GROUP 2

- HL and SL French
- HL and SL Mandarin
- SL Latin
- SL Spanish
- SL Spanish ab initio

## GROUP 3

- HL and SL Economics
- HL and SL Geography
- HL History
- HL History Europe
- HL and SL Philosophy
- SL Environmental Systems and Societies

## GROUP 4

- HL and SL Biology
- HL and SL Chemistry
- SL Environmental Systems and Societies (also Group 3)
- SL Sports, Exercise and Health Science
- HL and SL Physics
- HL and SL Computer Science

## GROUP 5

- HL and SL Mathematics: Analysis and Approaches
- HL and SL Mathematics: Applications and Interpretations

## GROUP 6

- HL and SL Film
- HL and SL Music
- HL Theatre
- HL and SL Visual Arts

Alternative group 1 courses are taught outside the regular timetable and available at an additional cost (e.g. German, Italian, Japanese, etc.)

## Additional Diploma Programme Requirements

### Creativity, Activity and Service (CAS)

This program involves students in a range of activities alongside their academic studies. Creativity encourages students to engage in the arts and creative thinking. Activity seeks to develop a healthy lifestyle through physical activity. Serving the community offers a vehicle for new learning with academic value.

### Theory of Knowledge (TOK)

TOK develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

### The Extended Essay

We ask students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying.



# Norval Outdoor School

## SK TO YEAR 3

Norval programs from SK to Year 3 orient students to the facilities and the five different habitats found on the property to promote curiosity, interest and a comfortable presence in the outdoors. Use of the five human senses heightens student awareness of the plant and animal communities on hikes, in role-playing simulations and fieldwork. Short trips in each of the three terms ease acclimatization away from home for some students.

## YEAR 4 AND YEAR 5

The Year 4 and 5 programs continue the socialization of new and returning students at the Prep. Group tasks focus on outdoor skills such as fire-building, habitat (aquatic and terrestrial) studies and maple sugaring. These activities promote care for the environment, consideration of others, co-operation, effective communication and a commitment to improvement.

## YEAR 6

The Year 6 program begins with a one-day team-building challenge in the fall. A second visit in the winter term prompts students to deal with the cold and snow as they continue to work on developing environmental, individual and interpersonal awareness. The program involves two major simulations — an animal predator-prey game and an economic fur trading simulation. During recreational time, students have an opportunity to build winter shelters, snowshoe and try cross-country skiing.

## YEAR 7

Integrating new students and promoting the social development of the class are among the more important aims of the Year 7 week. Trust-building and problem-solving initiatives address the importance of communicating and co-operating

with others. Careful instruction helps students develop a sense of responsibility and self-reliance. Watercolour painting, photography and creative writing encourage the students' interpretation of the natural environment.

## YEAR 8

The Year 8 program takes place over five days in the spring term. The program is strongly focused on environmental education. Students are introduced to a wide variety of activities and perspectives centred around the question: "How can I connect with the environment in meaningful and sustainable ways?" Program components include overnight camping, expedition cooking, moving-water canoeing on the Credit River, rock climbing, rappelling, ropes course activities, landscape art, a field science crayfish study and a service project.

## YEAR 9

Students compete in "Amazing Race Norval," a one-day event inspired by the TV show, where students join in a giant scavenger-hunt style race that tests their stamina, co-ordination, teamwork, taste buds and memory.

## YEAR 10

In Year 10, students participating in our Year 7 mentor leadership program go to Norval for one night and one day. This program is designed to help prepare Year 7 students for their move to the Upper School.

## BOARDING

Students visit Norval during their new student orientation at the beginning of the school year. Students get to know each other as they complete various outdoor exercises and ropes course activities, then cap off the day with a leisurely tubing trip down the Credit River.



# Student Life – *Facilities*

## An ideal mix of modern and classic

To complement its academic program, UCC has built an impressive array of facilities over the last 190 years and is continuously updating and upgrading them to satisfy present-day needs.

### Meeting Spaces

Weston Hall at the Prep School and Laidlaw Hall at the Upper School are ideal for assemblies, stage performances and guest speakers.

### Theatres

The professionally equipped David Chu Theatre has seating for 250 on two levels, while the recently remodeled Manucha and Bellamy Studio Theatre is ideal for more intimate productions.

### Music Rooms

Students have access to several practice rooms at both the Prep and Upper Schools and a Logic sound studio at the Upper School for recording.

### Film Studio & Labs

Upper School students have access to different cameras and film labs outfitted with the latest hardware and software.

### Prep Learning Grounds

Natural elements like a recovered tree, log teepee and climbing rope enhance our adventure-style playground, and an adjacent vegetable garden lets students get their hands dirty.



### William P. Wilder '40 Arena & Sports Complex

This facility features both NHL- and Olympic-sized ice rinks, sports bubble with two indoor tennis courts, and a recently resurfaced 400-metre oval track and all-season field.

### Strength, Agility & Speed (S.A.S.) Fitness Centre

Our weight and cardio room at the Upper School is run by a full-time personal trainer.

### Swimming Pool

This pool in the Upper School has shallow and deep ends and four lanes for racing.

### Field & Sports Court

Students have access to four outdoor tennis courts, basketball nets, a baseball diamond, hard surface sports court, cricket pitch and two expansive playing fields.





# Student Life – *Activities*

The most of everything, anywhere.

While our reputation for academic excellence is what grounds us, the stunning breadth of opportunities outside the classroom is what truly distinguishes a UCC education.

## **SPORTS TEAMS**

Badminton  
Baseball  
Basketball  
Cricket  
Cross-Country  
Field Hockey  
Football  
Golf  
Hockey  
Lacrosse  
Rowing  
Rugby  
Soccer  
Softball  
Squash  
Swimming  
Tennis  
Track and Field  
Volleyball

## **PREP CO-CURRICULARS AND LEADERSHIP OPPORTUNITIES**

Colour House Captains  
Community Service Initiatives  
Debating  
Eco-Ambassadors/Warriors  
Fall Play  
Morning Announcements  
Morning Greeters  
Peer Mediation  
*Prep Times* Yearbook  
Reading Buddies  
Spring Musical  
Sprouts/Prep Green Team  
Student Ambassadors



## PREP AFTER SCHOOL PROGRAM

**More than a dozen clubs per season, recent clubs have included:**

Adventure Club  
Adventures on Hogwarts  
Aerospace and Rockets  
Art Attack  
Aspiring Architects  
Ball Hockey  
Baseball  
Basketball  
Chess  
Computer Programming  
Creative Writing  
Drawing/Comic Books Club  
Drone Club  
Financial Literacy  
Flag Football  
Guitar  
Junior Money Managers  
Kangoo Club  
LEGO  
Engineering  
Little Yogis  
Mad Science  
Photography  
Ping Pong  
Roar, Roar, Dinosaur  
Robotics  
Scrabble  
Soccer  
Songwriting  
Tennis  
Video Game Design  
Woodworking  
Zumba

## PREP MUSIC ENSEMBLES

Choir  
Concert Band  
Jazz Band  
Wind Ensemble

## UPPER CLUBS

**More than 80 active clubs including:**

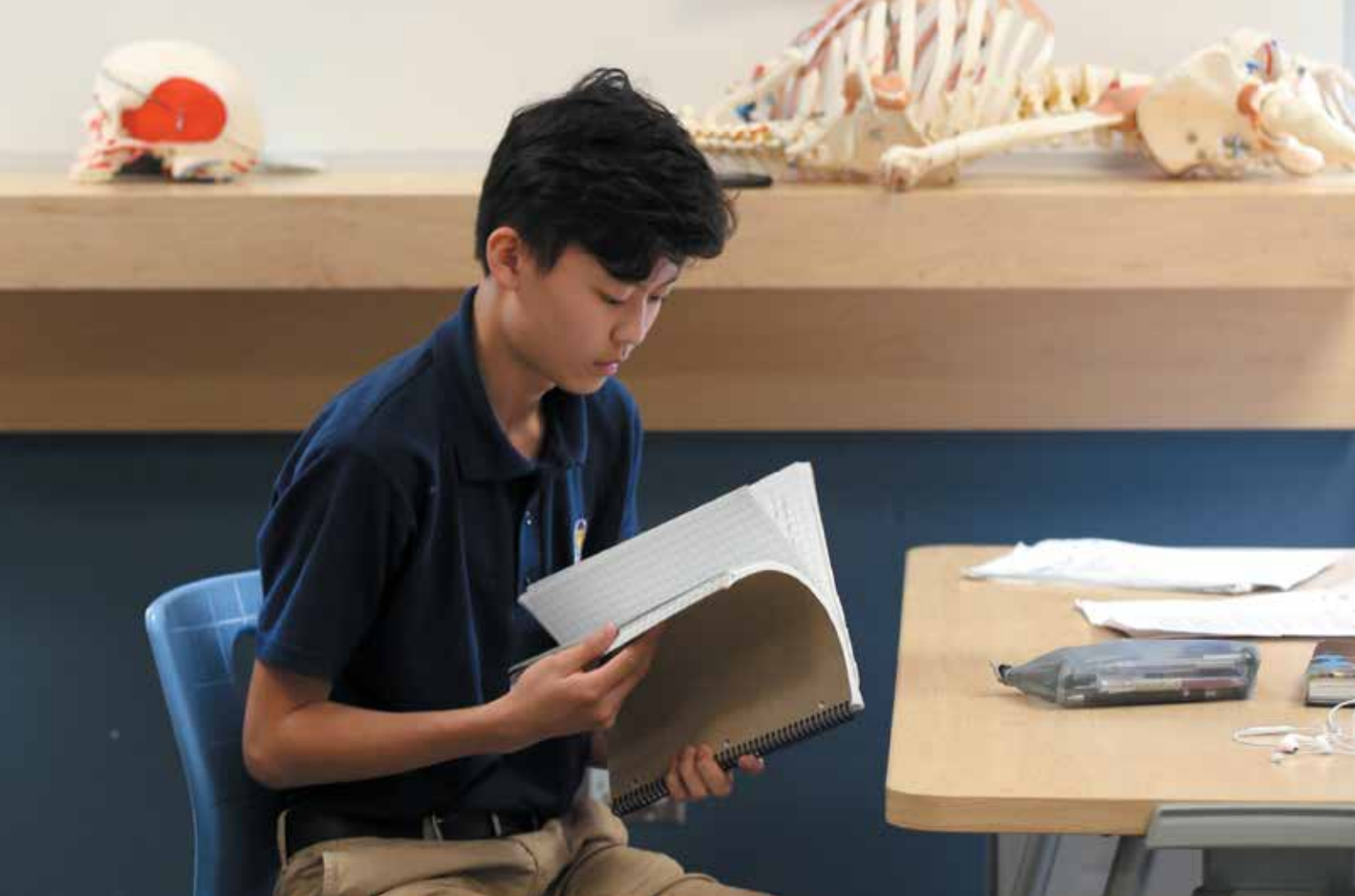
Amnesty International  
Art & Architecture  
Black Excellence Society  
Chess  
Community Service Council  
Cooking  
Creative Writing  
Debating  
DECA  
Engineering Society  
Fencing  
Helping Hands  
Improv  
International Languages  
Investment Strategies  
Mathematics Society  
Model UN  
Outdoors  
Robotics  
Sustainability Council  
Table Tennis  
World Affairs Conference



## UPPER MUSIC ENSEMBLES

Concert Band  
Intermediate Stage Band  
Jazz Ensemble  
Junior Stage Band  
String Ensemble  
Symphonic Band  
UCC Blue Notes  
Wind Ensemble





# Student Life & *Wellbeing*

At UCC, wellbeing is top of mind.

We recognize that in order to be their best and do their best, students must also feel their best. With that in mind, UCC contributes to our students' physical, cognitive, social and emotional wellbeing through a comprehensive system of supports at every stage of their individual learning journeys.



## Being active is vital to wellbeing.

At the Prep, students enjoy one full hour of physical activity every day. Upper School students keep active through physical education classes, facilities such as our Fitness Centre, and the opportunity to play on 45 athletic teams. Our extensive programming appeals to all types of ability — from students who enjoy fun, recreational competition through house sports, to committed athletes who want to develop their skills on our competitive teams.

## Our Health Centre team helps students feel their best.

Our caring Health Centre staff include full-time nurses and counsellors at both schools as well as a team of other health care professionals, including a psychologist, a personal trainer, and an athletic therapist. Boarding students also have access to a local family physician.

## Our whole-school approach to wellbeing benefits students.

Our recently enhanced advising and house system helps provide that whole-school approach. Advisers are dedicated adults who guide and support students through their UCC experience.

## Dedicated “Community Time” boosts wellbeing.

Social and emotional learning occurs at the Prep through our Health and Life Skills course. We also offer experiential-based learning opportunities for students of all ages, and partner with leading providers of wellbeing content for youth.

## Invaluable learning skills are nurtured.

The Richard Wernham & Julia West Centre for Learning gives students a dedicated space and resources to help them develop their learning skills. Centre for Learning staff help students understand their individual learning needs and provide guidance in areas such as time management, study and organizational skills, and exam preparation.



## At Norval, students discover the environment and their strengths.

From SK to Year 9, each student will benefit from 11 weeks of amazing outdoor learning experiences at the Norval Outdoor School. Norval provides age-appropriate experiential education that connects students with nature. Through overnight and day trips, students explore activities such as maple syrup-making, skiing, snowshoeing and team-building exercises. At Norval, students build relationships with their peers, learn new outdoors skills and discover their strengths.

## Co-curriculars enhance wellbeing.

Extensive co-curriculars, such as clubs, student publications, music and theatre, provide students with opportunities to discover personal passions.

## Stewardship cultivates “other-mindedness.”

We want our students to grow to be open-minded and “other-minded” — to be citizens who respect and appreciate the people around them: those at UCC, individuals in the local community, and others across the globe. We offer an array of outreach and community service initiatives that provide opportunities for students to leverage their unique strengths, learn from others, experience the value of pluralism, and make a positive contribution to their world.





# Boarding

## Living together as international students, leaving as family.

Naturally, the 81 residential students within our Upper School community of 765 students are a close-knit group. When you live together, eat together, and explore Toronto together, over time you become more like family than just friends. By the time you're ready to move on to university, you'll have formed relationships that transcend borders. No matter where you are in the world, your UCC friends and peers will always have your back.



Hailing from 25 different countries, our boarders are encouraged to share their unique perspectives in all aspects of student life so that the entire UCC community may appreciate different world views. Truly, it's an example of pluralism at its best.

- **ANDREW TURNER**, *Director of Residential Life*

### UCC offers a boutique urban boarding experience and a high-support program for each student.

Boarding faculty and advisers are committed to providing students with a safe and rewarding residential experience. Students live in stately boarding houses that feature fully renovated interiors, comfortable furniture and cutting-edge technology.

### SAMPLE WEEKEND ACTIVITIES

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> International restaurants | <input checked="" type="checkbox"/> Raptors basketball   |
| <input checked="" type="checkbox"/> Bike tours                | <input checked="" type="checkbox"/> Maple Leafs hockey   |
| <input checked="" type="checkbox"/> Art Gallery of Ontario    | <input checked="" type="checkbox"/> TFC soccer           |
| <input checked="" type="checkbox"/> Paintball                 | <input checked="" type="checkbox"/> Argonauts football   |
| <input checked="" type="checkbox"/> Amusement park            | <input checked="" type="checkbox"/> Rock climbing        |
| <input checked="" type="checkbox"/> Winter skiing             | <input checked="" type="checkbox"/> Live theatre         |
| <input checked="" type="checkbox"/> Blue Jays baseball        | <input checked="" type="checkbox"/> Norval team building |

### UCC Boarding Facts:

- 18 boarding staff members for a 5:1 student to staff ratio
- 25 countries represented
- Normally, students are placed in double rooms and are matched based on interests. Year 12 students get single rooms
- Two boarding houses encircle a stately quad – our boarders’ unofficial hangout
- A vast array of weekend activities are planned, including co-ed events
- Boarding students are ages 13 to 19

### Why choose Toronto?

- UCC is situated in the middle of Toronto, one of the safest and most diverse cities on the planet
- 4th largest city population in North America
- 50% of Toronto residents born outside Canada
- Ranked 6th safest city in the world, 7th best place to live, and 8th high-tech city
- So much to do! Annual events, sports games, arts and performances, and local attractions



## The UCC *Advantage*

For UCC alumni, graduation is just the beginning.

Many schools claim impressive university admission stats among their graduates. What sets UCC apart is the staying power of its IB-based education combined with the College's international reputation for all-round excellence. Not only do our graduates gain admission to the schools of their choice — they thrive there. Plus, with the support of a vast network of alumni working around the world in every imaginable field, UCC graduates are positioned for success throughout their lives.



# Meet Some of Our Recent Grads



## TONI AGBAJE-OJO '21

**Dalhousie University, Health Sciences (BHSc.)** Toni is one of only 30 secondary school graduates in Canada to be recognized in 2021 as a Loran Scholar. The Loran Scholars Foundation supports — with merit-based scholarships of \$100,000 over four years — talented students who show the promise of leadership and strong commitment to community service. At UCC, Toni was head of the Black Excellence Society and a leader in many Horizons initiatives. He also organized book drives, ran fitness programs, and was a leader of the student anti-oppression council, which helped shape UCC's pluralism strategy.

## SIMON OFIARA '20

**University of Western Ontario Medical Sciences (BMc.) and Scholar's Electives** A UCC Lang Scholar and member of the undefeated 2019 varsity rugby team, Simon is continuing his student-athlete education in one of the most competitive undergrad programs in Ontario. Simon credits UCC's university counselling office for informing him of the program's existence.



## HARRY JIANG '20

**Purdue University, in Aerospace Engineering (B.Eng.)** Harry's been interested in airplanes and spacecraft since he was a kid. When he entered UCC in Year 9, he co-founded the aerospace club. A visit with an alumnus at NASA's Jet Propulsion Lab in California convinced him to pursue his passion post-UCC. He hopes to return to Canada one day and work for Bombardier.

## KENE OCHUBA '21

**North Carolina at Chapel Hill, Computer Science** As a Morehead-Cain Scholar, Kene heads off to North Carolina to pursue a degree in computer science and possibly business studies. His prestigious scholarship covers his university expenses and provides internship and networking opportunities. At UCC, Kene completed more than 200 hours of community service. He was the community service steward, an executive of the Model UN club, president of his DECA chapter, and co-president of peer tutoring. During the pandemic, Kene led UCC's community service council and helped raise \$8,000 to provide personal protective equipment to frontline workers. He also competed on the varsity volleyball and rugby teams, and played trumpet in the wind ensemble and stage band.



## EUGENE YE '21

**Harvard College (BA) and the New England Conservatory of Music (MM), dual degree** A gifted musician, Eugene performed with the string ensemble at UCC as well as the Toronto Symphony Youth Orchestra, the National Youth Orchestra of Canada, and the Phil and Eli Taylor Academy for Young Performance Artists. He was also the academic steward, a Horizons tutor, head of both the engineering and science clubs, and head of Musicians Without Borders at UCC. Eugene received the Dean's Scholarship from the New England Conservatory of Music.

# UCC-at-a-Glance

**765**  
**Students**

at the Upper School

**435**  
**Students**

at the Prep



**80+**

Student Clubs &  
Organizations

**81**

Boarding Students from  
25 Different Countries



**6**

Co-Ed Theatrical  
Productions

**2**

Ice Hockey Rinks  
(1 NHL, 1 Olympic)

**35 Acres**

IN THE HEART  
OF TORONTO



**400**

METRE OVAL  
TRACK



**3** Recording and  
Editing Suites

**\$5M+**

IN FINANCIAL  
ASSISTANCE

Available to  
Canadian Students

**14**

Music Ensembles



**19** Different Sports

**6** Tennis Courts



**535 acres**

of Protected Woodland  
40 Min Away at the  
Norval Outdoor School



**6**  
Playing  
Fields

**6500 ft<sup>2</sup>**  
of Design Lab Space



The Class of 2022 received more than 700 offers of admission to 104 universities in Canada (29), the United States (55) and Europe (20).

Our grads follow a breadth of studies, ranging from business to arts, music, fine arts and architecture, health and computer sciences and engineering.

Our graduating students received more than \$2 million in scholarships.



# Destinations of 2022 Grads

## CANADA

Carleton University, ON  
Concordia University, ON  
Dalhousie University, NS  
Humber College, ON  
Huron University College at the  
University of Western Ontario, ON  
King's University College at the  
University of Western Ontario, ON  
McGill University, QC  
McMaster University, ON  
Queen's University, ON  
Toronto Metropolitan University, ON  
Trent University, ON  
University of British Columbia, BC  
University of Guelph, ON  
University of Toronto, ON  
University of Waterloo, ON  
University of Western Ontario, ON  
Wilfrid Laurier University, ON  
York University, ON

## UNITED STATES

Babson College, MA  
Boston College, MA  
Boston University, MA  
Brown University, RI  
Cornell University, NY  
Dartmouth College, NH  
Duke University, NC  
Georgetown University, DC  
Georgia Institute of Technology, GA  
Indiana University, IN  
Johns Hopkins University, MD  
Kenyon College, OH  
Middlebury College, VT  
New York University, NY  
Northwestern University, IL  
Princeton University, NJ  
University of California, Irvine, CA  
University of California, Los Angeles, CA  
University of Chicago, IL  
University of Miami, FL  
University of Michigan, MI  
University of Pennsylvania, PA  
University of Southern California, CA  
University of Vermont, VT  
University of Virginia, VA  
Wake Forest University, NC  
Washington and Lee University, VA

## INTERNATIONAL

Imperial College London, U.K.  
King's College London, U.K.  
London School of Economics and  
Political Science, U.K.  
University of Edinburgh, U.K.  
University of Manchester, U.K.

# Learn More

We're delighted that you're interested in learning more about Upper Canada College and our school community. We encourage families considering UCC to visit our campus to get a feel for school life.

## REGISTER FOR AN EVENT

Join us at an Open House and explore all UCC has to offer.

## GET IN TOUCH WITH US

To reach the Office of Admission, please call **416-488-1125** or email to **admission@ucc.on.ca**

# Stay Connected

Get the latest school news and learn more about student life at UCC.

## WEB

**[www.ucc.on.ca](http://www.ucc.on.ca)**

## ADMISSION INFORMATION

**[www.ucc.on.ca/admission](http://www.ucc.on.ca/admission)**

## FACEBOOK

**ConnectwithUCC**

## YOUTUBE

**uppercanadacollege**

## INSTAGRAM

**ucc\_community**

## TWITTER

**@UCC\_Community**



# UCC

UPPER CANADA COLLEGE

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