



Course Calendar

2019-2020

Guidelines for Students in Grades 7 to 12

Heritage Academy of Learning Excellence
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To contact the Director:
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SECONDARY COURSE CALENDAR

This Course Calendar is a planning tool and it is designed to help parents, students and teachers ensure that today's choices open doors for future academic achievement. This Calendar gives information about the Ontario Ministry of Education requirements for granting the Ontario Secondary School Diploma. The Calendar also gives a comprehensive listing of the academic courses offered at Heritage. Detailed course outlines are available for parents. These outlines are available by contacting the Principal.

Heritage Academy emphasizes;

- the importance and value of completing a secondary education and the school's commitment to reach every student to help him or her achieve a successful outcome from the secondary school experience.
- the requirement to remain in secondary school until the student has reached the age of eighteen (18) or obtain an Ontario Secondary School Diploma (OSSD)

Heritage Academy Secondary Students follow a semester system in which students can take up to 4 courses in each semester.

First semester: ***September to January***

Second semester: ***February to June***

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SECTION 1 - FACULTY DIRECTORY

Administration

Director: Ms. Cheryl Ward

Vice Principal: Mr. Nathan Boersma

SMT Director and Administrator: Mr. Michel Lance

Administrative Assistant: Ms. Megan Mckague

Operations Manager: Mr. Ilya Hansen

Elementary Level Educators

Grade 2-3: Ms. Patti-Jane Stanley

Grade 2-4: Ms. Gabriela Henriquez-Johnston

Grade 4: Ms. Mikki-Jo Gardiner

Grade 5: Mr. Graham Dufort

Grade 6: Mr. Evan Halkai

Grade 7: Mr. Aaron Clark

Grade 8: Ms. Sarah Foster

Grade 8: Mr. Scott Reid

Secondary Level Educators

Mr. Philip Joly

Mr. Danny Morawski

Ms. Annabelle Harvey

Ms. Toni Tarasco

Ms. Melissa Hutter

Mr. Dylan Graves

Academic Advising

Mr. Philip Joly

SMT Educators

Ms. Melanie Masson

Mr. Mike Lance

Educational Assistants

Ms. Morgan McKendry

Ms. Rebecca Moore

Support/Supply Staff

Ms. Adrian Graham

Mrs. Saba Hersi

Mrs. Carly Skeen

Mr. Ryan Robert

Ms. Jenna Rowney-Giroux

Ms. Emily MacPherson

SECTION 2 - SCHOOL MISSION, VALUES AND PHILOSOPHY

2.1 Mission Statement

Heritage Academy, founded in 1989, is a private not-for-profit, non-denominational school located in Ottawa, Canada. Its purpose is to provide an educational environment where students Grades 1 – 12 are excited about learning and can discover and meet their full potential, while studying at their own rate on an enriched curriculum. Developing good study skills, fully understanding earlier materials before moving on, and good citizenship are all emphasized at Heritage Academy where we believe that any person can learn any subject or skill in which s/he is interested enough to invest energy.

2.2 Our Philosophy

We value that every student ought to enjoy success as a learner and master the curriculum of the school.

We value that every student has unique as well as common learning needs, which require a variety of educational strategies and learning activities. Teaching programs and methodologies at the school reflect this value and are structured to acknowledge the learning needs and talents of individual students.

We value that each student should have his/her basic needs met to enhance their social, emotional, intellectual and physical well-being. These basic needs comprise a sense of love and belonging, freedom to make choices, a feeling of importance or influence, and the opportunity to have fun.

We value that each student should feel worthy and competent in order to achieve positive self-esteem and a sense of physical, emotional, intellectual and spiritual well-being.

We value that each student ought to take responsibility for their actions and when necessary ought to develop and agree to work out a plan for managing behavior appropriately. Our rules are courtesy and safety.

We value teaching each student to think divergently and creatively at complex levels, to problem solve, and to develop habits of mind that promote success.

Students should know how to access information and should become life-long learners.

Our world is changing rapidly, and our students should develop tolerance, patience, courtesy, and understanding of individual differences.

Our school is a safe place where students can learn and develop socially and emotionally in a warm nurturing environment.

2.3 Our Values

Every child has a strong natural wish to learn, and the need to fulfill that wish.

Each student should master each learning level before proceeding to the next level.

The student's wish to learn must be enhanced by competent teaching, directed study environment and encouragement.

Each student is a unique individual and ought to be able to proceed at a pace suitable to his or her own abilities, talents, and interests.

It is the school's responsibility to observe, develop, monitor, measure, and recognize students' achievements, and maintain a positive environment for learning.

Proper education includes learning, developing, and practicing respect and responsibility for the rights and needs of others.

The school should support a diversity of backgrounds, values, individualities, and ideas, while maintaining the rules and requirements appropriate to achieving the objectives outlined above.

SECTION 3 - THE LEARNING ENVIRONMENT

3.1 Healthy, Safe and Accepting School

Creating, fostering, and sustaining healthy, safe, and accepting learning environments is essential to the positive cognitive, emotional, social, and physical development of learners and contributes to their well-being and learning. Actively promoting and supporting positive student behaviour, relationships, and healthy living through a whole-school approach will foster positive school climates in which all members of the school community feel safe, comfortable, and accepted.

3.2 Daily Physical Activity

All elementary students, including students with special education needs, must have a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time. (This requirement is included as an expectation in the elementary health and physical education curriculum.) The goal of daily physical activity (DPA) is to enable all elementary students to improve or maintain their physical fitness and their overall health and wellness, and to enhance their learning opportunities. Schools are responsible for monitoring the implementation of DPA. School boards and principals should also take appropriate action to ensure that parents are kept informed of their children's participation in these activities. This applies to students in grades 7 and 8.

3.3 Anaphylaxis Policy (Sabrina's Law)

Anaphylaxis is a serious allergic reaction that can be life threatening. School boards are required to establish and maintain an anaphylaxis policy that includes the following: regular training for staff and others who are in direct contact with students on a regular basis; strategies to reduce the risk of exposure to anaphylactic causative agents; and a communication plan for sharing information with parents, students, and employees. The board's policy must also require every school principal to develop an individual plan for each student who has an anaphylactic allergy, ensure that parents and students are asked at registration to provide information about life-threatening allergies the student may have, and maintain a file for each anaphylactic student relating to current treatment and including other relevant information.

Sabrina's Law, 2005, S.O. 2005, Chapter 7 www.ontario.ca/laws/statute/05s07 Main page on the ministry website: www.edu.gov.on.ca/eng/healthyschools/anaphylaxis.html

3.4 Asthma Policy (Ryan's Law)

Asthma is a chronic inflammatory disease of the airways. When in the presence of triggers, the airways react by narrowing, which can make breathing difficult. School boards are required to establish and maintain an asthma policy, which must include, among other things, strategies to reduce risk of exposure to asthma triggers, a communication plan for the dissemination of information on asthma, regular training on recognizing asthma symptoms and managing asthma exacerbations, a requirement that every school principal develop an individual plan for each pupil who has asthma, and a requirement that every school principal maintain a file for each pupil with asthma.

Ryan's Law, 2015, S.O. 2015, Chapter 3 www.ontario.ca/laws/statute/15r03 Main page on the ministry website: www.edu.gov.on.ca/eng/healthyschools/anaphylaxis.html

3.5 Concussion Policy (Ronan's Law)

Introduction

This policy on concussion is developed and maintained in accordance with Ontario Ministry of Education Policy/Program Memorandum No. 158: School Board Policies on Concussion.

Please contact the school to obtain a copy of our full Concussion Policy.

3.6 Bullying Prevention and Intervention

School boards are required to establish policies and guidelines on bullying prevention and intervention. Providing students with an opportunity to learn and develop in a safe, inclusive, and accepting school climate is a responsibility that school boards and schools share. Bullying prevention and intervention policies help schools foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential. Boards are required to provide programs, interventions, and other supports for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying. Every board must also establish a bullying prevention and intervention plan for the schools of the board, and must require that all schools implement the board's plan. When establishing their plan, boards must solicit the views of

students, teachers, principals, and other staff of the board, volunteers working in the schools, parents of the students, school councils, and the local community.

PPM No. 144, "Bullying Prevention and Intervention" (December 5, 2012)
www.edu.gov.on.ca/extra/eng/ppm/144.pdf

3.7 Environmental Education

Environmental education is education about the environment, for the environment, and in the environment that promotes an understanding of, rich and active experience in, and an appreciation for the dynamic interactions of:

- ◆ the Earth's physical and biological systems;
- ◆ the dependency of our social and economic systems on these natural systems;
- ◆ the scientific and human dimensions of environmental issues;
- ◆ the positive and negative consequences, both intended and unintended, of the interactions between human-created and natural systems.

Ontario Ministry of Education, Shaping Our Schools, Shaping Our Future: Report of the Working Group on Environmental Education (June 2007), p. 6

The document *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* offers school boards and schools an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system. School boards, in collaboration with their community partners, are expected to revise or develop an environmental education policy that reflects their local circumstances. This policy facilitates the implementation of programs and curriculum initiatives to deepen and broaden student learning about the environment, and will help guide school boards in their efforts to put environmentally responsible practices in place.

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools (2009) www.edu.gov.on.ca/eng/teachers/enviroed/ShapeTomorrow.pdf Main page on the ministry website: www.edu.gov.on.ca/eng/teachers/enviroed/education.html

3.8 Equity and Inclusive Education

The Ontario education system is based on a vision of an equitable and inclusive system where all students, parents, and other members of the school community are welcomed and respected; where every student is supported and inspired to succeed in a culture of high expectations for learning; and where all staff and students value diversity and demonstrate respect for others and a commitment to establishing a just, caring society. All school boards are required to implement and monitor an equity and inclusive education policy in accordance with the requirements set out in PPM No. 119, in the policy document *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy*, and in the document *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*. Ontario's equity and inclusive education strategy is designed to recognize diversity and promote inclusive education in all Ontario schools. It calls for upholding human rights by identifying and

addressing discriminatory biases and systemic barriers to students' learning and development, to enable all students to succeed to their highest potential and contribute to society. School boards are required to embed the principles of equity and inclusive education in all aspects of their operations, including policy development, programming, and practices related to research, curriculum resources, instruction, and assessment. Schools are expected to provide students and staff with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives and to enable students and school community members to see themselves represented in the curriculum, resources, programs, and culture of the school. Students need to feel engaged in and empowered by what they are learning, supported by teachers and staff, and welcomed in their learning environment.

PPM No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools" (April 22, 2013) www.edu.gov.on.ca/extra/eng/ppm/119.pdf

Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy (2009) www.edu.gov.on.ca/eng/policyfunding/equity.pdf

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation (2014) www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf

Main page on the ministry website: www.edu.gov.on.ca/eng/policyfunding/equity.html

3.9 Parent Engagement

Ontario's parent engagement policy, set out in *Parents in Partnership: A Parent Engagement Policy for Ontario Schools*, is an essential component of Ontario's equity and inclusive education strategy. It formally recognizes and supports the vision of Ontario schools as places of partnership and inclusion, where all students, parents, and other members of the school community are welcomed and respected. The policy outlines the vision for parent involvement and sets out strategies to support parent engagement. It includes an action plan for schools, boards, and the ministry, and showcases some of the many exemplary practices that are being employed across the province. The policy also sets new directions to help ensure that all partners will have the skills, knowledge, and tools they need to build positive partnerships in support of student achievement and well-being.

Parents in Partnership: A Parent Engagement Policy for Ontario Schools (2010) www.edu.gov.on.ca/eng/parents/involvement/PE_Policy2010.pdf

Main page on the ministry website: www.edu.gov.on.ca/eng/parents/policy.html

3.10 Indigenous Education

The Ontario First Nation, Métis, and Inuit Education Policy Framework (2007) and the Ontario First Nation, Métis, and Inuit Education Policy Framework Implementation Plan (2014) focus on improving student achievement and well-being among First Nation, Métis, and Inuit students; closing the achievement gap between Indigenous students and all students; and ensuring that all students in Ontario have a knowledge and appreciation of First Nation, Métis, and Inuit cultures, histories, traditions, and perspectives. The ministry and boards continue to advance the goals of the framework and of the framework implementation plan through meaningful collaboration with First Nation, Métis, and Inuit students, parents, communities, and organizations, and with Indigenous partners and key education

stakeholders. School boards carry out the framework implementation plan through their own planning and through the implementation of targeted strategies and actions identified in their board action plan on First Nation, Métis, and Inuit education. The Ontario curriculum includes learning across all disciplines that school boards can build on to engage First Nation, Métis, and Inuit students and strengthen their pride in the rich heritage of Indigenous peoples and their contributions to Canadian society. These learning opportunities are designed to foster a strengthened sense of cultural identity among Indigenous students. The Ontario curriculum also provides opportunities for all students to learn about Indigenous cultures, histories, and perspectives, and to study Native languages.

[Ontario First Nation, Métis, and Inuit Education Policy Framework Implementation Plan \(2014\)](http://www.edu.gov.on.ca/eng/aboriginal/OFNImplementationPlan.pdf)
www.edu.gov.on.ca/eng/aboriginal/OFNImplementationPlan.pdf

[Ontario First Nation, Métis, and Inuit Education Policy Framework \(2007\)](http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf)
www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf

[Main page on the ministry website: www.edu.gov.on.ca/eng/aboriginal/policy.html](http://www.edu.gov.on.ca/eng/aboriginal/policy.html)

3.11 Financial Literacy Education

The document *A Sound Investment: Financial Literacy Education in Ontario Schools* (p. 4) sets out the vision for financial literacy education: Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them. There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world. Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, students need to build knowledge and skills in a wide variety of areas. In addition to learning about the specifics of saving, spending, borrowing, and investing, students need to develop broader skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues, so that they can analyse and manage the risks that accompany various financial choices. They also need to develop an understanding of world economic forces and the effects of those forces at the local, national, and global level. In order to make wise choices, they will need to understand how such forces affect their own and their families' economic and financial circumstances. Finally, to become responsible citizens in the global economy, they will need to understand the social, environmental, and ethical implications of their own choices as consumers. For all of these reasons, financial literacy is an essential component of the education of Ontario students – one that can help ensure that Ontarians will continue to prosper in the future.

[A Sound Investment: Financial Literacy Education in Ontario Schools \(2010\)](http://www.edu.gov.on.ca/eng/Financial_Literacy_Eng.pdf)
www.edu.gov.on.ca/eng/Financial_Literacy_Eng.pdf

[Main page on the ministry website: www.edu.gov.on.ca/eng/surveyliteracy.html](http://www.edu.gov.on.ca/eng/surveyliteracy.html)

3.12 Collaborative Professionalism

Collaborative professionalism in Ontario's education system, as articulated in PPM No. 159, is defined as "professionals – at all levels of the education system – working together, sharing knowledge, skills, and experience to improve student achievement and [the] well-being of both students and staff". The memorandum reflects the commitment, on the part all education partners, to optimize conditions for learning, working, and leading in Ontario schools. Collaborative professionalism thrives when:

- ◆ leadership capacity is developed at all levels of the system;
- ◆ all voices, perspectives, and roles are included;
- ◆ both formal and informal leadership and learning are recognized and supported;
- ◆ leadership is shared and engages and empowers all;
- ◆ a trusting environment that promotes professional learning is fostered.

Education partners are expected to work together to identify opportunities for collaboration, and to build on promising collaborative practices across the province.

[PPM No. 159, "Collaborative Professionalism" \(May 31, 2016\)](http://www.edu.gov.on.ca/extra/eng/ppm/ppm159.pdf)
www.edu.gov.on.ca/extra/eng/ppm/ppm159.pdf

3.13 Arrival and Departure of Students

- The school day starts at 9:00 a.m. and ends at 3:15 p.m.
- Supervision is provided from 7:30 to 8:15 a.m. and 4:00 to 5:30 p.m. The fee is \$7 per hour.
There is no charge from 8:15 to 9:00 a.m. and 3:15 to 4:00 pm.
- On arrival, students in grades 1-8 should proceed to the small gymnasium. Students in grades 9-12 should proceed to the cafeteria.
 - Students arriving after 9:00am must enter through the Bayswater Avenue entrance, and report directly to the office.
- A student leaving class during school hours, for appointments etc. must be collected by his/her parent or guardian. Parents must first report to the administration office to request that their child be brought to the office.
- Students are not permitted to leave school grounds at any time during school hours, unless accompanied by his/her parent, guardian, or caregiver, except for students in grades 7 and higher during the lunch period; in addition students in Grades 9 to 12 can leave at the end of the school day, students however students in Grade 1-7 must have parental/guardian written permission.
- No student in grades 1 to 8 will be permitted to leave the school until his/her parent, guardian, or caregiver enters the school to pick up their child (i.e. parents, guardians, and caregivers must come into the gym to pick up their child at the end of the school day).
- No student is permitted to exit the school without permission from a staff member.
- If student is to be picked up after school by any person other than the designated parent, guardian, or caregiver, arrangements must be made with the school prior to the end of the school day, by e-mail and/or a written signed note. The individual now involved in the pickup must bring ID with them for consent confirmation purposes.

3.14 Student Outings/Field Trips

- Permission forms authorizing student participation in school outings/field trips will be forwarded to parents prior to every outing/trip. The proper forms must be signed and submitted by 4pm the day before the outing/trip is scheduled to occur. Oral expression of permission and/or written permission not completed on the original permission form will not be accepted. *Permission forms submitted the day of the outing/trip will not be accepted.*
- *Students not participating in a full day field trip must remain at home as there will be no educators left at the school to provide supervision and/or classes.*
- *Students not participating in a half-day or partial day field trip are permitted to attend school when the outing/trip group has returned from the outing/trip.*
- The standing permission form is ONLY for the field trips indicated on the form. If a outing/field trip is added throughout the year a separate permission form will be sent to home with students involved.

3.15 Building Access Restrictions

To the extent necessary, access to the hallway zone and classrooms must be controlled at all times:

- All parents, guardians, caregivers and visitors are to enter the school using the main doors on Bayswater Avenue between the hours of 9:00 a.m. and 3:15 p.m. They must report to the main office upon entering the school where an administrator will assist them.
- All parents, guardians, caregivers and visitors shall not enter the hallway zone at any time without administrative or educator escort.

3.16 Parent/Guardian Meetings with Administration and Educators

Parents/Guardians are strongly encouraged to take an active role in their child's education. To facilitate an open and receptive environment for parent/educator/administrator discussion, while maintaining effective control over access to the school, the following rules must be observed:

- Parents/Guardians who are seeking to meet with an educator or school administrator shall formally request to schedule an appointment, by e-mail or by telephone. The educator and/or administrator will confirm a meeting time within 24-48 hours.

3.17 Classroom Organization

- Each student will have a locker.
- Students are supplied with basic stationary supplies. Student may supplement these supplies and in the case of damage or loss, they must replace them.
- Computer software, games, toys and additional items from home may not be brought to school without permission from the Director.

3.18 Classroom/Common Room Rules

- Only water is permitted in the classrooms. Other food or beverages are not permitted. Students are encouraged to bring in a reusable water bottle from home to use at school.
- Students may eat or drink in the Cafeteria only
- No gum is permitted at school
- Students must be in uniform. Students not in uniform will be issued a new one from the school (if available). The parent/guardian will be billed for the new uniform.
- Indoor footwear must be worn at all times in classrooms
- Students must not damage school property. Students who damage school property will be billed for the damages.
- Leaning on chairs/sitting on the desks is not permitted
- Students are not permitted in classrooms without teacher supervision
- Students must ask for permission before leaving class
- All students arriving after 9:00am, must enter through the front door, and will require a late slip
- Students are not permitted to tamper with the belongings of others
- Students are not permitted to use school equipment without permission
- Students must keep their lockers clean
- Students must have their agendas with them for every class

3.19 Code of Conduct

Heritage Academy abides by the Ontario Code of Conduct and the Safe School's Act which sets clear provincial standards of behavior. It specifies the mandatory consequences for student actions that do not comply with these standards.

All participants involved in the school – students, parents or guardians, volunteers, teachers and other staff members -- are included in this Code of Conduct whether they are on school property, on school buses or at school- authorized events or activities;

All members of the school are to be treated with respect and dignity, especially persons in positions of authority; and Responsible citizenship involves appropriate participation in the civic life of the school. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and those of others.

3.20 Student Responsibilities

- Arriving at school on time and being ready to learn
- Showing respect for self and others
- Keeping the school environment safe
- Following the rules and taking responsibility for their actions

3.21 Parent/Guardian Responsibilities

- show an active interest in their child's school work and progress
- communicate regularly with the school
- make sure their child is neat, properly dressed and prepared for school
- ensure that their child attends school regularly and on time
- inform the school promptly about their child's absence or late arrival
- become familiar with the provincial code of conduct, the school's code of conduct and school rules
- encourage and help their child follow the rules of behaviour
- help school staff deal with disciplinary issues involving their child.

3.23 All School Members Responsibilities

- respect and follow all applicable laws
- demonstrate honesty and integrity
- respect differences in people
- treat one another with dignity and respect at all times, especially when there is disagreement
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, religion, gender, sexual orientation, age or disability
- respect the rights of others
- show care and respect for school property and the property of others
- take the proper steps to help those in need
- respect all members of the school community, especially those in a position of authority
- respect the need of others to work in an environment that encourages learning and teaching
- seek help from school staff, if necessary, to resolve conflict peacefully
- not swear at a teacher or at another person in a position of authority
- Students must obtain permission before handling school equipment.

3.23 Homework Policy

“Homework tasks designed to help students practise and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning”. (Growing Success, 34).

- After **3 missed homework checks** (regardless if they finish at a later date) students must attend study hall to get caught up. If they finish the homework, it will allow them a chance to start on the next set of homework.

Homework is defined as those learning activities that are assigned to students by teachers and completed during non-classroom hours.

Rationale

At Heritage Academy, we believe that homework is instrumental in building lifelong learning skills. Unique to Heritage Academy is our guarantee that no new learning will ever be assigned as homework in an attempt to reduce the stress and anxiety that many students face when dealing with a learning disability. Videos and helpful links may be sent out to students to prepare them for upcoming class discussions and lessons. Text-book reading is done within the class orally, as well as all homework questions are read through, explained, and expectations are laid out before students are sent home. Heritage Academy is a Ministry Inspected school and thus follows both the Ontario Curriculum as well as Growing Success. Heritage Academy also believes that *“Homework tasks designed to help students practise and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning”*. (Growing Success, 34)

There are many positive outcomes to completing homework that include but are not limited to the following:

- Promote task commitment and time management, thus building self-esteem and guiding students in taking responsibility and initiative
- Strengthen the partnership between the school and home
- Assist students in the development of self-discipline
- Realize that learning can take place in a variety of settings
- Assist students in the development and practice of problem solving
- Guide students in decision-making processes, and in learning to accept the consequences of not completing work
- Establish a rapport between parents and children
- Help parents gain a better understanding of their children's areas of strengths and difficulties
- Increase the student's academic achievement

Homework Checks:

Elementary and Secondary teachers reserve the right to implement homework checks in their classrooms. Homework checks are an important tool that provides the teacher with an opportunity to further assist and understand the student's current areas of need. After **3 missed homework checks** students must attend a mandatory study hall to help ensure they are caught up with the current pace of the class. If they finish the homework while attending study hall, they will be provided with the opportunity to start on the next set of homework.

Homework Assessment

The Ontario Provincial Report Cards and Progress Reports provides an assessment of the learning skills and work habits demonstrated by the student. The six categories of learning skills and work habits are: Responsibility, Organization, Collaboration, Independent Work, Self-Regulation, and Initiative. Homework completion is related to each of these learning skills. When evaluating homework, teachers at Heritage Academy will be using the following expectations as a guide:

- Completes homework on time and with care
- Comes to class prepared for learning
- Puts forth consistent effort
- Follows directions and completes all homework tasks
- Shows attention to detail
- Demonstrates interest and enthusiasm in homework assignments
- Organizes materials and equipment effectively
- Begins work promptly
- Follows directions and completes tasks
- Chooses and uses materials and equipment correctly, safely, and creatively
- Utilizes time effectively
- Perseveres with complex projects that require sustained effort
- Attends to task at hand
- Demonstrates flexibility and adaptability

Types of Homework

- **Practice:** Provides students with the needed review and reinforcement about materials or skills presented in a previous lesson.
- **Extension:** Gives students an opportunity to expand on concepts that were taught in class.
- **Creative/Enrichment:** Includes analysis, synthesis, and evaluation in which students use multiple resources to demonstrate an understanding of the curriculum in a non-standard way.
- **Role of Administrators/Teachers with Homework:**
 - Teach the necessary skills required to complete homework assignments
 - Give clear, explicit instructions and feedback
 - Provide homework assignments which are integrated into the instructional plan for the class and appropriate for the varying abilities and circumstances of the students
 - Stress the importance of homework to students
 - Record data regarding homework completion to assist in completing the learning skills section of the Ontario Provincial Report Card
 - Communicate to both the students and parents the role of homework in the evaluation of the student
 - Communicate with the school administration and other teachers to coordinate test schedules, exam schedules, and project deadlines to minimize overload on students as much as possible

- **Role of Students with Homework:**
 - Understand expectations and ask questions for clarification
 - Complete homework tasks to the best of his/her ability
 - Seek assistance from the teacher as necessary
 - Submit homework assignments on time
 - Arrange for the completion of homework due to absence
 - Avoid excessive commitments outside of school which impede homework completion
 - Use the student planner to assist in remembering and organizing tasks for optimal use of time

- **Role of Parents with Homework:**
 - Create an encouraging and supportive climate for the child in the home
 - Establish a regular time and place for work to be done at home
 - Help the child plan his/her time to both complete assignments and allow time for recreation and family events
 - Communicate directly with the teacher as necessary

- **Time Commitments with Homework:**
 - The amount of time a student spends on homework depends on the student's course selections, abilities, needs, interests, out-of-class involvements, and family priorities. There are a wide variety of programs offered at the elementary and secondary level, each with different expectations regarding homework (See **Course Specific Homework Guidelines** below for more details). These factors make it extremely difficult to set a standard guideline for maximum time to be spent on completion of homework and home study. However, it is not unusual for a student at the secondary level (grades 9-12) to spend 1- 2 hours per evening on homework, a student at the junior level (grades 6-8) to spend 30 minutes – 1 hour per evening on homework, and a student at the elementary level (grades 1-6) to spend a maximum of 30 minutes per evening on homework.
 - Once in secondary school, students are responsible for ensuring that they understand all assigned work and subsequent due dates. All students are given a school planner at the start of each school year to assist them with time management and the organization of homework, tests, and assignments.

- **Course Specific Homework Guidelines**
 - Homework guidelines for courses will be given to each student as part of the Course Outline and Evaluation overview provided at the start of each semester. These guidelines will be based on current Ministry curriculum and expectation standards.

- All parents, guardians, caregivers and visitors are to enter the school using the main doors on Bayswater Avenue between the hours of 9:00 a.m. and 3:15 p.m. They must report to the main office upon entering the school where an administrator will assist them.
- All parents, guardians, caregivers and visitors shall not enter the hallway zone at any time without administrative or educator escort.

3.24 Late Assignments Policy (Grades 9 to 12)

- o Students are required to submit all evaluations and write all tests on the assigned dates. When a student fails to do so, the following procedures will be implemented:
 - o If unable to submit an assignment on the due date, students should negotiate other arrangements with the teacher **24 hours** before the due date
 - o The teacher may allow an extension of up to **five school days**. During this time frame, the student must attend ONE mandatory work period (ex: lunch time, after school study hall).
 - o If the work is still not submitted within these five days, the student must conference with the teacher to devise a plan to submit the missing/late work. After the five days have expired, students will be deducted 2 % a day.
 - o If the integrity of the original assignment is compromised by the submission of late work (after original assignment/test has been marked and handed back to students), the teacher may assign an alternate task
 - o A failure to submit an assignment means that the student has not provided evidence of learning. A failure to demonstrate evidence of learning could jeopardize the student's ability to earn a particular credit

MISSED TESTS

- o If students are aware that they will be absent for a test (e.g., field trip, appointment etc), they should let the teacher know AT LEAST ONE day before the test date
- o A parent should notify the teacher if a student is ill on the day of a test and alternative arrangements will be made

Teacher will use professional judgement when applying the late work policy, to ensure it fits with the best interest of the student(s)

3.25 Academic Dishonesty and Plagiarism

Academic Dishonesty is "cheating or attempting to cheat by using unauthorized material when writing an exam, completing an assignment, or completing any other form of evaluation". In order to avoid these problems, students are expected to think independently and work honestly. To this end, all students must avoid presenting the work or ideas of others as their own. They are encouraged to discuss their written work with their subject teacher. Your teachers will review with you how they expect you to reference the works of others. Plagiarism will not be tolerated at Heritage Academy.

Plagiarism is representing someone else's ideas or writing as your own.

This also includes:

- Paraphrasing someone else's writing without acknowledging the source.
- Representing someone else's artistic or technical work or creation as your own.

We are committed to delivering classroom instruction on skills such as note taking, documenting sources, and choosing relevant and credible research information. Fostering academic integrity in all subject areas and grade levels is integral to the success of our students.

Consequences for Plagiarism can include but are not limited to:

- 1st act of plagiarism - **student** must correct the assignment (ex: provide a bibliography, in-text citations etc) AND attend a plagiarism workshop after school in study hall
- 2nd act of plagiarism - **a loss of 25% of grade**
- 3rd act of plagiarism – **a mark of ZERO** and a meeting with teacher and administration to discuss the importance of academic honesty and next steps
- Continued acts of plagiarism following a 3rd incident could result in the loss of a credit or a suspension.

Teachers will use their professional judgement when it comes to the type and severity of plagiarism in their classroom

Credits are granted to reflect students' own effort and achievement.

Students are expected to complete their tests and exams independently. Students are not permitted to speak to each other or out loud to themselves during quizzes/tests/exams or to use unauthorized aids or resources of any kind.

3.26 Use of Technology Agreement

Digital Literacy is an integral part of inspiring and preparing learners for life in our changing world community. Heritage Academy recognizes the benefits that technology can bring to support student learning, staff development, communication and other administrative and operational activities.

The following outlines our agreement with staff and students of Heritage Academy to ensure a safe and supportive school environment as well as ensuring our network integrity.

The term school technology as used in this document refers to, but is not limited to, computer networks, stand-alone computers, handheld devices, peripheral devices, digital media and memory storage devices.

Heritage Academy supports and encourages responsible use of technology. Users who are given access to the school's technology, its electronic devices, or who use their own technology or personal electronic devices in the school's learning or work environment, whether connected to the school's or non-school networks, are required to know and abide by the following agreement in order to ensure that all technology is being used in a safe, legal, and responsible manner.

When using technology, all students are accountable for:

- Following Heritage Academy’s Code of Conduct, located in the Student Handbook.
 - Always having permission before using school technology
 - Treating all of the school technology with respect.
 - Being respectful when writing messages to anyone while using technology.
 - Telling a teacher right away if something is wrong with the computer.
 - Telling a teacher right away if something they see on the computer screen makes them uncomfortable.
 - Sharing the computer fairly if they are working with a partner.
 - Only using their own login.
 - Never sharing their passwords with anyone other than their teacher or parents/guardians.
 - The security, care and maintenance of my personal device and the school’s devices that I am using is my responsibility. I will securely store my device when not in use.
 - Not downloading or using programs that are not approved for instructional use such as videos, games or music.
 - Understanding that their use of technology can be monitored and logged by the Heritage Academy.
 - Understanding that the rules are designed to keep all students and staff safe and if they are not followed, school sanctions will be applied.
-

SECTION 4 - THE LEARNING PROGRAMS

4.1 Curriculum

Heritage Academy follows the Ontario Ministry of Education curriculum. The full Ontario Ministry of Education curriculum and requirements can be accessed at the following addresses.

Elementary curriculum policy documents on the ministry website:

www.edu.gov.on.ca/eng/curriculum/elementary/subjects.html

Secondary curriculum policy documents on the ministry website:

www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html

4.2 Grade 7 to Grade 12

(Grade 7 to 8)

Within the Ontario Curriculum Guidelines, Heritage Academy also stresses a continuation of the remedial process as follows:

- **Language Arts** class continues to develop the student’s skills in written expression: moving from basic paragraph to essay form. Students focus on grammar, sentence structure, punctuation, proofreading, and literature evaluation. Oral expression develops improved communication skills with emphasis on speech sound, meaningful word parts, grammatical structure, vocabulary, meaning of words, and social language skills. Students acquire keyboarding skills and introductory word processing programs. This encourages students to develop their own written assignments using the computer. These skills are developed through curriculum content at an age-appropriate level.
- **Math** class teaches skills in the areas of basic concepts, operations, and applications. Emphasis is also placed on the student’s ability to solve related word problems. These skills are developed through curriculum content at an age-appropriate level.
- **Social Studies and Science and Technology** classes develop study skills in note-taking, researching information, working from summaries to a completed project, preparing for exams, and making knowledge workable through written expression. These skills are developed through curriculum content at an age-appropriate level.

In addition, with the release in 2016 of PPM No. 160, “Protected Time for Daily Mathematics Instruction, Grades 1 to 8”, school boards are expected to protect a block of time during every school day for teachers in Grades 1 to 8 to focus on effective mathematics instruction. School boards are to protect 300 minutes per five-day cycle – preferably in daily blocks of sixty minutes, with a minimum of forty minutes per block – for this purpose. Focused instructional time provides the opportunity for educators to nurture a community and culture of math practice and problem solving, both of which help students develop their skills. Educators are expected to continue to embed mathematics skills across all areas of the curriculum, as they have done in the past.

PPM No. 160, “Protected Time for Daily Mathematics Instruction, Grades 1 to 8” (September 19, 2016)
www.edu.gov.on.ca/extra/eng/ppm/ppm160.pdf

(Grade 9 to 12)

- Our high school courses lead to the Ontario Secondary School Diploma (OSSD).
- Courses offered by Heritage Academy have been developed according to the requirements of the Ontario Ministry of Education.

Secondary curriculum policy documents on the ministry website:
www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html

Course codes on the ministry website: www.edu.gov.on.ca/eng/general/list/commoncc/ccc.html

Heritage Academy course outlines are available by contacting the school.

In addition to the curriculum expectations, teachers must address the learning skills and work habits described in Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (see section 2.3). They must also ensure that their programs clearly reflect ministry policy related to healthy, safe, and accepting schools (see section 1.1), environmental education (see section 1.2), equity and inclusive education (see section 1.3), Indigenous education (see section 1.4), financial literacy education (see section 1.5), English language learners (see section 3.1), students with special education needs (see section 3.3), and knowledge and skills relevant to education and career/life planning (see section 2.4.1).

4.3 Availability of Courses

Heritage has every intention of delivering the courses listed and described in this calendar. However we reserve the right to make final decisions as to whether a course will actually be offered. This decision is based on the best use of the academic resources available to Heritage with student enrolment and choice as a guide.

4.4 Course Selection Process

Generally, the process for course selection for the up-coming academic year starts in the spring of the previous year. Students choose their courses with the help of their parents and faculty advisors. The entry of each student into a particular course is approved by the teaching faculty of Heritage, with consideration given both to Prerequisites and any upgrading required to augment an individual student's present knowledge base.

4.5 Course Changes

Although changing courses after the school year has begun, in September, is disruptive to the student, there are some instances where it may be advisable. One in particular is if the student requires a different course in order to meet additional requirements for a career choice or admission to a particular post-secondary institution. Course changes must be discussed with the student's faculty advisor. The student will be required to fulfill the 110 hours requirement for the course. The last day to submit a course change request is the last day of school prior to the Thanksgiving weekend. Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar. In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course. In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

4.6 Grade 9 and 10 Courses: Overview

In these years, students select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills base, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. Students are not required to make binding decisions about a particular educational and career path. School boards must offer both

academic and applied courses in the following curriculum areas: English, Mathematics, Science, History, Geography, and French as a second language (FSL). Open courses will be offered in the other Grade 9 and 10 subjects.

4.7 Academic Courses

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

4.8 Applied Courses

These courses also focus on the essential concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.

Students who are successful in any academic or applied Grade 9 course will have the opportunity to enter either the academic or applied course in the same subject in Grade 10. However, Grade 10 academic and applied courses will prepare students for specific Grade 11 courses in accordance with the prerequisites for Grade 11 courses that are specified in various curriculum policy documents. A student enrolled in a Grade 10 course that does not meet the prerequisite for a specific destination-related Grade 11 course can take a transfer course to qualify for the Grade 11 course if his or her educational goals should change.

4.9 Open Courses in Grades 9 and 10

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

4.10 Grade 11 and 12 Courses: Overview

In Grades 11 and 12, students will focus more on their individual interests and identify and prepare for initial postsecondary goals. In these grades there are also more opportunities than in Grades 9 and 10 for learning experiences beyond the school, including cooperative education, work experience, apprenticeship, and school–work transition programs.

The four destination-related types of courses are: university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses. At a minimum, school boards must offer one course in each of these four types in Grades 11 and 12 in the following subjects: English, mathematics, science, and technological education.

Open courses and transfer courses are also available in Grades 11 and 12. Open courses are appropriate for all students and are not linked to any specific postsecondary destination. Transfer courses are designed primarily to provide the content needed by students who wish to transfer from one type of course to another as a result of changes in their postsecondary plans.

4.11 University Preparation Courses

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

4.12 University/College Preparation Courses

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

4.13 College Preparation Courses

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. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development

of both independent research skills and independent learning skills. Courses will also require students to demonstrate that they have developed these skills.

4.14 Workplace Preparation Courses

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers. Teaching and learning will emphasize workplace applications of the course content, but will also explore the theoretical material that underlies these practical applications.

4.15 Open Courses 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 postsecondary 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.

4.16 Remedial Courses

Heritage may offer remedial help to students who are functioning below expectations, particularly in the areas of English and Mathematics. These courses will be offered throughout the school year and also will be made available to students in the summer prior to entrance to Heritage. These are non-credit courses.

4.17 Experiential Learning

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Students will participate in various activities and events within the community to provide students with curriculum connections and experience. Permission forms and /or waiver must be completed by each student prior to participating in any out of school activity.

4.18 Reach-Ahead Opportunities for Elementary School Students

Under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of a secondary school to “reach ahead” to take secondary school courses, either during the school year or in the summer prior to entering Grade 9. The principal of the elementary school and the principal of the secondary school will decide, on a case-by-case basis, whether “reaching ahead” to take a secondary school course is in the best interest of the student. The principal of the secondary school will assume responsibility for evaluating the student’s achievement and for granting and recording the credit. Students in Grade 8 may also have the opportunity to reach ahead to start earning community involvement hours prior to entering Grade 9.

Students in our Reach Ahead program will take the **Learning Strategies 1: Skills for Success in Secondary School (GLS1O) for 1 credit.**

The focus of this course is on learning strategies that will foster your teen’s independent learning skills. Your teen will work on developing their personal management, organizational, interpersonal and teamwork skills. This course builds the confidence and motivation needed to maximize learning and achievement in secondary school.

This is an exciting opportunity designed to increase your teen’s success in secondary school.

By successfully completing the Reach Ahead program, your child will start Grade 9 having already earned a credit and feeling confident that he/she can succeed in high school.

The program is intended to provide a hands-on, activity-based, engaging experience for all students.

4.19 Granting Credits

From Grade 9 upwards, one (1.00) credit* is granted for each full course, comprised of a minimum of 110 hours of study that is successfully completed. A final mark of fifty percent or over is considered a successful completion.

*Exemption: 0.5 credit for Civics and 0.5 credit for Career Studies.

Where a student does not achieve the curriculum expectations of a course and does not receive a credit, the Principal and teachers, in consultation with parent/guardian and student, will determine what procedure or type of program would best enable the student to meet the expectations and even earn a credit for the course at a later date.

4.20 Transfer Students

Out-of-province students entering Heritage will have their previous records assessed by the Principal who will determine the diploma requirements yet to be fulfilled. Credit equivalency will be added to the student’s Ontario Student Transcript (OST). The Ontario Student Record (OSR) will also contain information regarding credits granted and required, as well as community involvement hours required.

4.21 Prerequisites

All prerequisites courses are identified in ministry curriculum policy documents and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information on prerequisites.

- ✓ A parent or an adult student may request that a prerequisite be waived.
- ✓ The principal may also initiate consideration of whether or not the prerequisite should be waived.
- ✓ The principal makes a decision in consultation with the parent, student and appropriate school staff.
- ✓ The school retains documentation in the OSR with respect to a request for waiver and reasons to allow the waiver.

4.22 Growing Success

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010) outlines the policies and practices for the assessment, evaluation, and reporting of the achievement of curriculum expectations and the development of learning skills and work habits for all students in Grades 1 to 12 in Ontario schools. The policy is based on seven fundamental principles designed to ensure that assessment, evaluation, and reporting practices and procedures:

- ◆ are fair, transparent, and equitable for all students;
- ◆ support all students, including students with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis, or Inuit;
- ◆ are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- ◆ are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- ◆ are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- ◆ provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- ◆ develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning. The document clarifies policy related both to students' demonstration of specific learning skills and work habits (responsibility, organization, independent work, collaboration, initiative, self-regulation) and to their achievement of curriculum expectations. It provides a thorough outline of policy related to performance standards, to the role of assessment in the improvement of student learning, to evaluation and reporting procedures, and to considerations pertaining to students with special education needs and students who are learning English. It also includes policies for reporting student achievement demonstrated through e-learning and the credit-recovery process. Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools (2016) sets

out the policy for assessment, evaluation, and reporting for Kindergarten and relates it to the policy for Grades 1 to 12, as described in *Growing Success* (2010).

[Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 \(2010\) www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf](http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf)

4.23 The Provincial Report Card

Student achievement of the curriculum expectations and the learning skills and work habits must be communicated formally to students and parents by means of the Elementary Provincial Report Card, Grades 1–6 and Grades 7 and 8, and the Provincial Report Card, Grades 9–12. The Elementary Progress Report Card, to be used during the fall of the school year in Grades 1–6 and Grades 7 and 8, is designed to show the student’s development of the learning skills and work habits and the progress students are making towards achievement of the curriculum expectations. For children in Kindergarten, key learning, growth in learning, and next steps in relation to the overall expectations are reported in the Kindergarten Communication of Learning reports. Policy on reporting student achievement in Grades 1–12, along with the templates for the Provincial Report Cards and instructions for filling out the report cards, is included in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12* (2010). Policy on reporting children’s key learning, growth in learning, and next steps in Kindergarten is covered in *Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools* (2016), which includes templates for the Kindergarten Communication of Learning: Initial Observations report, issued at the end of the first reporting period, and the Kindergarten Communication of Learning report, issued at the end of the second and third reporting periods.

[Elementary and secondary report card templates and Kindergarten Communication of Learning templates on the ministry website: www.edu.gov.on.ca/eng/document/forms/report/card/reportCard.html](http://www.edu.gov.on.ca/eng/document/forms/report/card/reportCard.html)

4.24 Education and Career/Life Planning

Under the direction of the principal, each school will develop and implement a guidance and career education program. The goals of this Kindergarten to Grade 12 program are to assist students in acquiring the knowledge and skills required to learn effectively, live and work cooperatively and productively with a wide range of people, and set and pursue education and career/life goals. The guidance and career education program has three areas of learning – student development (i.e., the development of habits and skills necessary for learning), interpersonal development (i.e., the development of the knowledge and skills needed in getting along with others), and career development (i.e., the development of the knowledge and skills needed to set short-term and long-term goals in planning for the future). Two of the three areas of learning – student development and interpersonal development – are integrated within the learning skills and work habits described in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12* (2010). For each of the learning skills and work habits, the document provides examples of associated behaviours, which are designed to guide teachers in the instruction, assessment, and evaluation of learning skills and work habits. The third area of learning – career development – is discussed in *Creating*

Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12 (2013).

Creating Pathways to Success sets out the career development policy for Ontario schools. Under the direction of the principal and with the assistance of key staff and students, every elementary and secondary school will develop, document, implement, and evaluate a comprehensive education and career/life planning program to help students achieve their personal goals and become competent, successful, and contributing members of society. The goals of the education and career/life planning program are to:

- ◆ ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process;
- ◆ provide opportunities for this learning both in and outside the classroom;
- ◆ engage parents and the broader community in the development, implementation, and evaluation of the program to support students in their learning. From Kindergarten to Grade 12, students develop knowledge and skills related to education and career/life planning through an inquiry process built on four areas of learning – Knowing Yourself, Exploring Opportunities, Making Decisions and Part One: Elementary and Secondary Schools 31 Setting Goals, and Achieving Goals and Making Transitions. Students develop competencies in these areas by participating in learning opportunities related to the curriculum, through school-wide activities, and through activities in the community. As part of the education and career/life planning program, a process must be in place at every school to support students in documenting and reflecting on their learning in education and career/life planning through the use of the “All About Me” portfolio (for students in Kindergarten to Grade 6) and a web-based Individual Pathways Plan (IPP – for students in Grades 7 to 12). In Grades 7 to 12, education and career/life planning involves preparation for key transitions, including the transition from elementary to secondary school, from Grade 10 to Grade 11, and from secondary school to students’ initial postsecondary destinations.

[Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12 \(2013\)](http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf)
www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf

4.25 Combined Classes

In some schools, it may not be feasible to offer separate classes for every grade in elementary schools, or all course grades and/or types in secondary schools. In such cases, a single class may be organized to serve more than one group of students across grades or course types. In such combined classes, the expectations and the assessment and evaluation procedures for each grade or type of course must be clearly outlined.

4.26 Promotion and Transition from Grade 8 to Grade 9

Students who have successfully completed Grade 8 will be promoted from elementary school and admitted to a secondary school.

Education Act, R.S.O. 1990, Chapter E.2, Part II, subsection 41 (1)
www.ontario.ca/laws/statute/90e02#BK46

SECTION 5 - STUDENT RECORDS, ATTENDANCE AND TRANSFERS

5.1 Student Attendance & Performance Expectations

Regular attendance, plus a willingness to learn and take part in both in and out of class learning opportunities, is crucial for success in any subject area. Therefore any student who is frequently absent or who is not attentive to the completion of homework and assignments is jeopardizing his or her ability to successfully complete the course. For more detailed information on expectations of student performance, please consult the Heritage Student Handbook.

5.2 The Ontario Student Record

The Ontario Student Record (OSR) is the official record for each student. It is maintained by every Ontario school for each Ontario student. The OSR contains achievement results, credits earned, diploma requirements completed, and other important information regarding the education of that student. Students and their parents (if the student is under 18) have the right to examine the OSR. These records are protected by the Education Act and freedom of information legislation.

5.3 The Ontario Student Transcript

The Ontario Student Transcript (OST) provides a comprehensive record of a student's achievement while in high school. It will include, for Grade 9 and 10 courses, the student's achievement with percentage grades for successfully completed courses only. For Grades 11 and 12 courses, all courses taken or attempted, percentage grades earned, and the credits gained are all recorded. It will also be noted if a student is repeating a course for which credit has already been gained (One credit per course is allowed, even if it is repeated). Course substitutions for a courses which is a diploma requirement will also be recorded, as will transfer courses.

There will be confirmation in the OST that the student has satisfactorily completed the community involvement requirement for graduation, along with the student's final result on the provincial secondary school literacy test. For Grade 11 or 12 courses, an indication of any extraordinary circumstances affecting the student's achievement will be recorded.

Each student's OST is kept in the student's Ontario Student Record (OSR) which is maintained by the Heritage administration. Courses are entered on the transcript using common course codes designated by the Ministry of Education.

SECTION 6 - SUPPORTING DIVERSE STUDENTS

6.1 Accommodations

Accommodations must be made to ensure that students who are receiving special education programs and services and who have an Educational Accommodation Plan have a fair and equal opportunity to successfully complete the secondary school literacy test. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's EAP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

6.2 Deferrals

Deferrals of the test may include students who have been identified as exceptional and students registered in English as a second language/English literacy development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test.

If a parent or an adult student requests a deferral, the principal will determine whether or not a deferral should be granted and, if so, for what period of time. A principal may also initiate consideration of a deferral. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.

6.3 Exemptions

Exemptions are possible for students whose E.A.P (Educational Accommodation Plan) 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. Students who do not successfully complete the literacy test will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's E.A.P be revised at some point so as to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to successfully complete the secondary school literacy test.

6.4 Assessment and Evaluation of Students

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010) outlines the policies and practices for the assessment, evaluation, and reporting of the achievement of curriculum

expectations and the development of learning skills and work habits for all students in Grades 1 to 12 in Ontario schools. The policy is based on seven fundamental principles designed to ensure that assessment, evaluation, and reporting practices and procedures:

- ◆ are fair, transparent, and equitable for all students;
- ◆ support all students, including students with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis, or Inuit;
- ◆ are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- ◆ are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- ◆ are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- ◆ provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- ◆ develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning. The document clarifies policy related both to students' demonstration of specific learning skills and work habits (responsibility, organization, independent work, collaboration, initiative, self-regulation) and to their achievement of curriculum expectations. It provides a thorough outline of policy related to performance standards, to the role of assessment in the improvement of student learning, to evaluation and reporting procedures, and to considerations pertaining to students with special education needs and students who are learning English. It also includes policies for reporting student achievement demonstrated through e-learning, online courses and the credit-recovery process.

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers identify students' difficulties as well as to detect weaknesses in programs. Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to student's needs and for determining the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations. As part of the assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Evaluation is the process of judging the quality of the student's performance and assigning a value to represent that quality. The value assigned is in the form of a percentage grade. Levels or degrees of achievement of the curriculum expectations are described in detail in the achievement charts that appear in the secondary curriculum policy documents. The charts are organized into broad categories of knowledge and skills and provide detailed descriptions of achievement at each level. While they are broad in scope and general in nature, the achievement levels provide a reference point for all assessment practice. They serve as a guide for gathering assessment information and a framework within which to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgments about the quality of students' work and to provide clear and specific information about their

achievement to students and parents. Learning skills, effort, punctuality and recorded absences are reported separately and are not considered in the determination of the percentage grade.

In each subject area, the student is assessed on four main categories of knowledge and skills:

- Knowledge/Understanding
- Thinking/Inquiry
- Communication
- Application/Making Connections

The Achievement Chart is used as a standard province-wide method of assessing and evaluating each student's performance. The following table provides a description of achievement in each percentage grade. Level 3 is defined as the provincial standard. A student achieving at this level is well prepared for work in the next grade or the next course.

Percentage	Achievement Level	Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is <i>at</i> the provincial standard.
60–69%	Level 2	A moderate level of achievement. Achievement is <i>below, but approaching</i> , the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is <i>below</i> the provincial standard.
below 50	---	Insufficient achievement of the curriculum expectations. The student will not receive a credit.

Creating Pathways to Success sets out the career development policy for Ontario schools. Under the direction of the principal and with the assistance of key staff and students, every elementary and secondary school will develop, document, implement, and evaluate a comprehensive education and career/life planning program to help students achieve their personal goals and become competent, successful, and contributing members of society. The goals of the education and career/life planning program are to: ♦ ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process; ♦ provide opportunities for this learning both in and outside the classroom; ♦ engage parents and the broader community in the development, implementation, and evaluation of the program to support students in their learning. From Kindergarten to Grade 12, students develop knowledge and skills related to education and career/life planning through an inquiry process built on four areas of learning – Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, and Achieving Goals and Making Transitions. Students develop competencies in these areas by participating in learning opportunities related to the curriculum, through school-wide activities, and through activities in the community. As part of the education and career/life planning program, a process must be in place at every school to support students in documenting and reflecting on their learning in education and career/life planning through the

use of the “All About Me” portfolio (for students in Kindergarten to Grade 6) and a web-based Individual Pathways Plan (IPP – for students in Grades 7 to 12). In Grades 7 to 12, education and career/life planning involves preparation for key transitions, including the transition from elementary to secondary school, from Grade 10 to Grade 11, and from secondary school to students’ initial postsecondary destinations.

[Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12 \(2013\)](http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf)
www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf

6.5 Procedures for Communicating and Reporting Student Achievement

Student achievement of the curriculum expectations and the learning skills and work habits must be communicated formally to students and parents by means of the Elementary Provincial Report Card, Grades 1–6 and Grades 7 and 8, and the Provincial Report Card, Grades 9–12. The Elementary Progress Report Card, to be used during the fall of the school year in Grades 1–6 and Grades 7 and 8, is designed to show the student’s development of the learning skills and work habits and the progress students are making towards achievement of the curriculum expectations. For children in Kindergarten, key learning, growth in learning, and next steps in relation to the overall expectations are reported in the Kindergarten Communication of Learning reports. Policy on reporting student achievement in Grades 1–12, along with the templates for the Provincial Report Cards and instructions for filling out the report cards, is included in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 (2010)*. Policy on reporting children’s key learning, growth in learning, and next steps in Kindergarten is covered in *Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools (2016)*, which includes templates for the Kindergarten Communication of Learning: Initial Observations report, issued at the end of the first reporting period, and the Kindergarten Communication of Learning report, issued at the end of the second and third reporting periods.

[Elementary and secondary report card templates and Kindergarten Communication of Learning templates on the ministry website: www.edu.gov.on.ca/eng/document/forms/report/card/reportCard.html](http://www.edu.gov.on.ca/eng/document/forms/report/card/reportCard.html)

Student achievement is reported formally to the parents by means of regular report cards and progress reports during each term. The report card focuses both on the achievement of curriculum expectation and the development of learning skills in each subject area.

The percentage grade reported in the student report card represents the overall student achievement of curriculum expectations for each course. The final grade for each course is recorded, and credits are granted in which the student’s grade is 50% or greater.

Seventy percent of the grade is based on evaluations conducted throughout the year, although special consideration is given to students who have improved in the latter portion of the school year. Thirty percent of the grade is based on a final evaluation of the student’s performance. This takes place towards the end of the course, and may be in the form of a final examination, performance, essay, or other means of evaluation appropriate to the courses content.

6.6 Exceptional Students

The OST will also be used to record the achievement of students who have alternative learning expectations in an individualized, non-credit program.

6.7 Course Withdrawals

Students that are taking either a grade 11 or 12 course will have up to 5 days prior to the release of mid-term reports to officially dropped their course.

Withdrawal after a specified time from any Grade 11 or 12 course will be recorded on the student's transcript.

6.8 Extraordinary Circumstances

A student's parents, or students who are adults (eighteen years of age or older), may request that the principal identify by means of a special indicator those Grade 11 or 12 marks that, due to extraordinary circumstances prevailing at the time they were awarded, are not considered to be a true reflection of the student's ability. The principal will determine whether or not a special indicator should be added.

6.9 Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit granting process whereby students can obtain credits for prior learning. Under the direction of the principal, students can have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD).

The PLAR process involves two components: "*challenge*" and "*equivalency*." The course comparison information is for use in the PLAR "*equivalency*" process; the process for assessing credentials from other jurisdictions.

PLAR procedures will be carried out under the direction of the school principal.

The principal will:

- ensure that students are informed that they are responsible for initiating the challenge process and for satisfying all of the requirements, and ensure that students who are not adults (i.e., students who are under the age of eighteen) are informed that they need parental approval before applying to challenge for credit for a course;

- ensure that every prospective applicant and his or her parents, if he or she is not an adult, are informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST) (see the section "Record Keeping" on page 6 of this memorandum);
- ensure that every prospective applicant is provided with an application form (see the form in the appendix to this memorandum), as well as materials that indicate what is expected in the course (i.e., the curriculum expectations) for which the student wishes to challenge for credit;
- evaluate each application in consultation with the student's parents (or with the student if the student is an adult) and appropriate school staff (i.e., guidance counsellor, teacher-adviser, and subject teacher) to determine whether reasonable evidence for success exists and whether the challenge should occur;
- develop formal tests and other assessment strategies;
- conduct the testing (i.e., the use of formal tests and of other appropriate assessment strategies);
- evaluate and report on the student's performance.

The school will ensure that students who do not have suitable documentation owing to extraordinary circumstances (e.g., students who are refugees) will receive counselling concerning the gathering of evidence.

The "**challenge**" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

The challenge process is an evaluation process and may not be used as a way for students to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed.

Students may challenge for credit only for Grade 10, 11, and 12 courses in provincial curriculum policy documents. (See OSS, section 6.6.)

Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline. (See OSS, section 6.6.)

Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process, in accordance with criteria established by the ministry in OSS, section 6.6.

Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if they wish to earn credit for the course without taking the course. Students with music certificates that are accepted for credits in OSS, appendix 4, Music Certificates Accepted for Credits, however, are not required to challenge for credit for the appropriate music courses, but are granted credits in accordance with appendix 4 and section 6.8.6.

A student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course.

Credit will be granted only for the specific course for which the student has successfully challenged for credit.

Students cannot be granted credits through the challenge process for any of the following courses:

- a course in any subject if a credit has already been granted for a course in that subject in a later grade either as a single credit or as part of a block equivalency
- a course for which credit has already been granted or for which there is significant overlap with a course for which credit has been granted (e.g., a student cannot challenge for credit for an academic course if he or she has already earned a credit for the applied course at the same grade level, and vice versa)
- a transfer course
- a locally developed course
- a cooperative education course
- a course in English as a second language (ESL), English literacy development (ELD), or Anglais pour débutants (APD), if the student has one or more credits in English from the curriculum policy documents for English for Grades 9 to 12 under OSS (i.e., the documents for English-language schools or the documents for French-language schools) or from the curriculum guidelines for English or Anglais/English for Grades 9 to 12/OACs under OSIS
- a course in French as a second language (FSL), Actualisation linguistique en français (ALF), or Perfectionnement du français (PDF), if the student has one or more credits in Français from the curriculum policy documents for Français for Grades 9 to 12 under OSS or the curriculum guideline for Français for Grades 9 to 12/OACs under OSIS

A student will be permitted to challenge for credit for a specific course a second time after a reasonable interval, if the student can provide reasonable evidence to the principal that he or she is likely to be successful after having benefited from additional study and experience during the interval.

In publicly funded schools, students' requests to challenge for credit will be entered in their annual education plans as part of their plans for fulfilling their educational goals.

The "**equivalency**" process is the process of assessing credentials from other jurisdictions.

PLAR Credit Equivalency for Regular Day School Students

Students, enrolled in Ontario secondary schools as regular day school students, who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal in the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

Assessment and Evaluation

Assessment and evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation must be based on all the strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student's level of achievement will be recorded as a percentage grade on the OST in the same way as achievement in other courses.

Assessment and evaluation strategies for the challenge process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate for the particular course (30 per cent of the final mark). The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, and quizzes, and observation of student work. The principal is responsible for developing and administering the formal tests and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit.

Basis for Comparison

The comparison of senior-level credit courses in other Canadian jurisdictions to Ontario courses is based on overall expectations/outcomes for the knowledge and skills presented in each course.

Some courses from other Canadian jurisdictions correspond to more than one Ontario course.

Assessment Strategies

- a) Formal Tests – 70% of final percentage grade
- b) Other Assessment Strategies – 30% of final percentage grade

Source: www.edu.gov.on.ca, Credit Equivalency Resource Package (2008)

6.10 Assessment and Evaluation of Programs

In addition to providing essential information about student achievement, classroom assessment and evaluation give an indication of the effectiveness of programs and teaching practices. Assessment and evaluation of student achievement thus provide teachers with an opportunity to think critically about their methods of instruction and the overall effectiveness of their program. Course content, instructional strategies and assessment procedures should be reviewed and evaluated systematically by teachers and principals, both in relation to the learning goals in the discipline and the specific needs of the students for whom the course is designed.

Analysis of the results of school- and province-wide assessments, as well as of national and international testing, should provide additional information on student achievement and program effectiveness, complementing the program assessments conducted by teachers and principals. Schools are encouraged to develop action plans based on the results of these system-wide and large-scale external assessments

to guide schools in making the program modifications needed to improve the achievement of their students.

An environment in which the critical analysis of assessment results is seen as a positive exercise leading to the improvement of student learning will encourage teachers to use information from a variety of sources to evaluate the effectiveness of their programs and teaching methods, and to make the modifications needed to better meet the learning needs of their students.

SECTION 7 - DIPLOMA AND CERTIFICATE REQUIREMENTS AND RELATED PROCEDURES

7.1 Requirements Chart for the Ontario Secondary School Diploma (OSSD) under OSS

COMPULSORY CREDITS (TOTAL OF 18)
4 credits in English (1 credit per grade)
<ul style="list-style-type: none"> The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement. The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement. For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.
3 credits in mathematics (at least 1 credit in Grade 11 or 12)
2 credits in science
1 credit in the arts
<ul style="list-style-type: none"> The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.
1 credit in Canadian geography (Grade 9)
1 credit in Canadian history (Grade 10)
1 credit in French as a second language
<ul style="list-style-type: none"> Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.
1 credit in health and physical education
0.5 credit in career studies
0.5 credit in civics
3 additional credits, consisting of 1 credit from each of the following groups:

Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

Group 2: French as a second language, the arts, business studies, health and physical education, cooperative education

Group 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

7.2 Compulsory Credits

In order to obtain the Ontario Secondary School Diploma, students must earn a total of 18 compulsory credits. The courses that students can take to meet the compulsory credit requirements are described in the curriculum policy documents for the various disciplines (see section 2.2). The compulsory credits are to be distributed as shown in the following table.

7.3 Optional Credits

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students earn these credits by successfully completing courses that they have selected from the courses listed as available in their school's program and course calendar.

7.4 The Secondary School Literacy Requirement

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life. To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy Course (OSSLC). Mature students have the option to enrol directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

Students whose E.A.P indicates that the student is not working towards the attainment of the OSSD may, with parental consent and the approval of the principal, be exempted from writing the OSSLT or taking the OSSLC (see Appendix 3, Section 4). Students who are working towards the OSSD under Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements, rev. ed., 1989 (OSIS) and students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma, are not required to meet the literacy graduation requirement.

The Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation. The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring. Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the principal. Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

Students who are English language learners may be entitled to special provisions. For students with special education needs, accommodations specified in the student's E.A.P must be available on the day of the test.

A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time the test is administered. Schools should ensure that this policy is made known to students and to parents of students who are planning to transfer from the English-language system to the French-language system, or vice versa, and who have not yet fulfilled the literacy graduation requirement. A student who has successfully completed the OSSLT in either English or French at the student's previous board is considered to have met the literacy graduation requirement and will not have to retake the test in the other language after transferring to the receiving board. School boards are required to provide remedial assistance for students who do not complete the test successfully. This remedial assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test. For example, a school could offer a credit course on learning strategies (see the guidance and career education curriculum policy document) or one on literacy skills (see the English curriculum policy document) for these students. For students who entered Grade 9 in the 1999–2000 school year, successful completion of the test was not required. However, for those students who took the field test of the OSSLT in 2000–2001, failed the test, and chose to retake the OSSLT in October 2001, successful completion of the provincial literacy graduation requirement became a diploma requirement.

The Ontario Secondary School Literacy Course (OSSLC)

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC)*, Grade 12. Students who pass the course are considered to have met the literacy graduation requirement. The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT. If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enrol in the OSSLC. Principals have the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enrol directly in the OSSLC, as specified above in section 6.1.3. The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario

Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy.

For students with special education needs, accommodations specified in the student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted. Students who were receiving special education programs and/or services and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enrol directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered.

7.5 The Ontario Secondary School Certificate

The Ontario Secondary School Certificate will be granted on request to students, who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory credits:	7 credits
English	2
Canadian Geography or Canadian History	1
Mathematics	1
Science	1
Health and Physical Education	1
Arts or Technological Education	1
Optional credits:	7 credits

The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.

7.6 The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.

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

7.7 Community Involvement Activities

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities.

These activities may be completed at any time during their years in the secondary school program.

The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role that they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development. It will provide opportunities for students to learn about the contributions they can make to the community.

Students, in collaboration with their parents, will decide how they will complete the community involvement requirement.

Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfil the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.

The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays.

Students will maintain and provide a record of their community involvement activities. The organizations or persons supervising the activities must confirm completion of the required 40 hours. The student must submit documentation attesting to the completion of each activity to the principal. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved. The principal will decide whether the student has met the requirements of both the ministry and the board for these activities.

The following forms are available from administration:

"Notification of Planned Community Involvement Activities" This form list the community involvement activities that are planned by the student.

"Completion of Community Involvement Activities" This form list the completed activities.

“Acceptable community involvement activities” This form list the acceptable activities and does not include activities that are designated as ineligible by the Ministry of Education of Ontario.

SECTION 8 - SECONDARY SCHOOL COURSES AND RELATED INFORMATION

8.1 Courses offered at Heritage Academy

All courses follow the Ontario Ministry of Education Curriculum Guidelines. Heritage Academy does not offer any locally developed credit courses. Students and their parents can consult the Ministry of Education of Ontario website for any and all course codes and descriptions.

MINISTRY OF EDUCATION OF ONTARIO; <https://www.ontario.ca/page/ministry-education>

8.2 The Common Course Coding System

SNC	1	D	F
The first three characters indicate the Ministry approved course title. In this example: SNC = Science	The fourth position indicates the grade or language level. In this example: 1 = Grade 9	The fifth position indicates the course type. In this example: D = Academic	If there is a character in the sixth position, it indicates program or credit differentiation or the focus of the course. In this example: F = French Immersion
Major Subject Areas (First Position)	Grades	Course Type	Program Differentiation
A = The Arts B = Business Studies C = Canadian and World Studies E = English, English Literacy Development, English as a Second Language F = French G = Guidance and Career Education H = Social Sciences and the Humanities K = Non-credit courses L = Classical and International Languages M = Mathematics N = Native Studies P = Health and Physical Education S = Science T = Technological Education	1 = Grade 9 2 = Grade 10 3 = Grade 11 4 = Grade 12 Languages A = Level 1 B = Level 2 C = Level 3 D = Level 4	Grades 9 and 10 D = Academic P = Applied O = Open L = Locally Developed (Compulsory Credit) Grades 11 and 12 U = University M = University/College C = College E = Workplace O = Open	A. Single credit Cooperative Education course (Immersion) B. Double credit Cooperative Education course (Immersion) C. Single credit Cooperative Education D. Double credit Cooperative Education E. Enriched Course F. French Immersion/Extended French course G. Gifted course H. Advanced Placement course (AP) where language of instruction is French I. Gifted course where language of instruction is French J. French Immersion, Enriched where language of instruction is in French. K. Arts Canterbury course L. Special Education Credit course M. Regular Non-credit course N. Special Education Non-credit course O. Credit Recovery P. Female Physical Education Q. Male Physical Education R. Advanced Placement course (AP) S. Sheltered course (ESL/ELD) T. e-Learning course U. Yearbook V. Special Education Credit Recovery W. First half of full credit course X. Second half of full credit course Y. First half of full credit Special Education course Z. Second half of full credit Special Education course 1-4 and 8-9 - Schools may use for internal scheduling purposes 5 - Dual Credit - Team Teaching 6 - Online French courses in Summer School and French Credit Recovery 7 - Credit Recovery, Independent Learning Course and Mini - Alternative Program 0 (zero) - Focus Program Credit

COURSE DESCRIPTIONS

The courses offered may vary from year to year based on student interest. Please contact the school to obtain a course selection form for grades 9 through 12.

COURSE OPTIONS (2019-2020)

GRADE 9

COMPULSORY COURSES

Principles of Mathematics (MPM1D)

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 the 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*

Principles of Mathematics (MFM1P)

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: *None*

English (ENG1D)

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12. Prerequisite: *None*

Geography (CGC1D)

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. Prerequisite: *None*

Science (SNC1D)

This course enables students to understand basic concepts in biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science to technology, society, and the environment. Students will learn scientific theories and conduct investigations related to cell division and reproduction; atomic and molecular structures and the properties of elements and compounds; the universe and space exploration; and the principles of electricity. Prerequisite: *None*

French (FSF1D)

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities. Prerequisite: *None*

OPTIONAL COURSES**Healthy Active Living (PPL1O)**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills. Prerequisite: *None*

Dramatic Arts (ADA1O)

This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. Prerequisite: *None*

Visual Arts (AVI1O)

This course offers an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures. Prerequisite: *None*

Learning Strategies (GLE1O)

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. Prerequisite: *None*

Food and Nutrition (HFN1O)

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition. Prerequisite: *None*

Introduction to Business (BBI10)

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. Prerequisite: *None*

Exploring Technologies (TIJ10)

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields. Prerequisite: *None*

GRADE 10

COMPULSORY COURSES**Principles of Mathematics (MPM2D)**

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: Principles of Mathematics, Grade 9, Academic.

Principles of Mathematics (MFM2P)

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Prerequisite: Foundations of Mathematics, Grade 9, Applied

English (ENG2D)

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. Prerequisite: English, Grade 9, Academic or Applied

Canadian History since WW1 (CGC2D)

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. Prerequisite: None

Science (SNC2D)

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter. Prerequisite: Science, Grade 9, Academic or Applied

Civics and Citizenship (CHV2O)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today’s world and of personal interest to them. Prerequisite: None

Careers (GLC2O)

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

OPTIONAL COURSES**Introduction to Business (BBI2O)**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. Prerequisite: None

Media Arts (ASM2O)

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works. Prerequisite: None

Healthy Active Living (PPL2O)

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

Food and Nutrition (HFN20)

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition. Prerequisite: None

Green Industries (THJ20)

This course introduces students to the various sectors of the green industries – agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors. Prerequisite: None

Communication Technology (TGJ20)

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields. Prerequisite: None

Computer Technology (TDJ20)

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology. Prerequisite: None

Technological Design (TDJ20)

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field. Prerequisite: None

Introduction to Computer Studies (ICS20)

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers. Prerequisite: None

Visual Arts (AVI20)

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

EcoQuest (PAD20 and GPP30)

EcoQuest is a two-credit Ecotourism and Outdoor Adventure program integrating the principles of outdoor and nature travel, guiding, and the exploration of our local region from a tourism perspective. This two-credit program is designed for students who intend to pursue a career focusing on travel, guiding, parks management, wildlife and nature conservation, or outdoor activities and leadership. As part of the program, students will learn the principles of ecotourism and outdoor activities while in a classroom setting. Students will then apply their learning to a variety of day trips, participation in the Envirothon Competition (<http://www.ontarioenvirothon.on.ca/>) and volunteer activities. The course culminates with a wilderness canoe camping trip. Throughout the program, students will work toward certifications such as Standard First Aid, ORCKA Canoe Tripping, and Search and Rescue.

Course Fees: the approximate cost for the EcoQuest Program is \$300. This fee covers certification expenses, training costs, equipment purchases/repairs, and transportation costs. The fee does not cover food required during overnight trips or additional camping equipment.

*Please note, this course is only offered to students in grades 10-12. Prerequisite: None

Discovering the Workplace (GLD20)

This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. They investigate occupations of interest through experiential learning opportunities (such as worksite visits, job shadowing, work experience, simulations and entrepreneurial projects). This course helps students make plans for continued learning and work. Prerequisite: None

Exploring Family Studies (HIF20)

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources. Prerequisite: None

Literacy Skills: Reading and Writing (ELS20)

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies. Prerequisite: Grade 9 English, Academic or Applied, or a Grade 9 English LDCC (locally developed compulsory credit) course. Prerequisite: None

GRADE 11

COMPULSORY COURSES

Principles of Personal Finance (MBF3C)

This course enables students to broaden their understanding of exponential growth and of important areas of personal finance. Students will investigate properties of exponential functions and develop skills in manipulating

exponential expressions; solve problems and investigate financial applications involving compound interest and annuities; and apply mathematics in making informed decisions about transportation, accommodation, and career choices. Prerequisite: Foundations of Mathematics, Grade 10, Applied

Mathematics: Functions/Relations (MCF3M)

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

Mathematics: Functions (MCR3U)

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; 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

English (ENG3U/C)

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 or Applied

OPTIONAL COURSES

Biology (SBI3U)

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. Prerequisite: Science, Grade 10, Academic

Healthy Active Living Education (PPL3O)

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. Prerequisite: None

Visual Arts (AVI3O)

This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. Prerequisite: None

Understanding Canadian Law (CLU3M)

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding of Canada's

legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates. Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied

Leadership and Peer Support (GPP30)

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. Prerequisite: None

Green Industries (THJ3M)

This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and will explore postsecondary education programs and career opportunities. Prerequisite: None

Travel and Tourism (CGG30)

This course focuses on travel and tourism as the vehicle for studying selected world regions. Using a variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world. Prerequisite: Geography of Canada, Grade 9, Academic or Applied

World Religions and Belief Traditions: Perspectives, Issues and Challenges (HRT3M)

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief. Prerequisite: None

Introduction to Computer Science (ICS3U)

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

Introduction to Computer Programming (ICS3C)

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields. Prerequisite: None

Chemistry (SCH3U)

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. Prerequisite: Science, Grade 10, Academic

Physics (SPH3U)

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. Prerequisite: Science, Grade 10, Academic

World History up to the 16th Century (CHW3M)

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and to present their own conclusions. Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied

Canadian History and Politics Since 1945 (CHH3C)

This course examines the local, national, and global forces that have shaped Canada since 1945 and highlights the political, social, and economic issues facing the country today. Students will expand their political understanding through an investigation of Canada's efforts in areas such as social justice and human rights, multiculturalism, and international relations. Students will develop their skills in historical research, analysis, and communication to deepen their historical and political awareness and present their own points of view. Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied

Media Arts (ASM30)

This course emphasizes the development of the knowledge and skills required for the production of media art works (e.g., robo-sculpture, photocopy art, computer animation with synthesized sound). Students will develop an appreciation of the history of media arts through analysing specific works, and will create media art works using a variety of technologies (e.g., digital camera, photo-imaging software, computer-modelling software, synthesizer, videotape, multi-track sound recording). Prerequisite: Any Grade 9 or 10 course in the arts

Entrepreneurship: The Enterprising Person (BDP30)

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs. Prerequisite: None

GRADE 12

COMPULSORY COURSES

English (ENG4U/C)

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently

and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. Prerequisite: English, Grade 11, University or College Preparation

OPTIONAL COURSES

The Writer's Craft (EWC4U)

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. Prerequisite: English, Grade 11, University Preparation

Mathematics: Advanced Functions (MHF4U)

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

Mathematics: Calculus & Vectors (MCB4U)

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, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. Prerequisite: Advanced Functions (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Biology (SBI4U)

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

Foundations for College Mathematics (MAP4C)

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades. Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

Chemistry (SCH4U)

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. Prerequisite: Chemistry, Grade 11, University Preparation

Physics (SPH4U)

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. Prerequisite: Physics, Grade 11, University Preparation

International Business Fundamentals (BBB4M)

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

Challenge & Change in Society (HSB4U)

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

EcoQuest (PAD2O and GPP3O)

EcoQuest is a two-credit Ecotourism and Outdoor Adventure program integrating the principles of outdoor and nature travel, guiding, and the exploration of our local region from a tourism perspective. This two-credit program is designed for students who intend to pursue a career focusing on travel, guiding, parks management, wildlife and nature conservation, or outdoor activities and leadership. As part of the program, students will learn the principles of ecotourism and outdoor activities while in a classroom setting. Students will then apply their learning to a variety of day trips, participation in the Envirothon Competition (<http://www.ontarioenvirothon.on.ca/>) and volunteer activities. The course culminates with a wilderness canoe camping trip. Throughout the program, students will work toward certifications such as Standard First Aid, ORCKA Canoe Tripping, and Search and Rescue.

Course Fees: the approximate cost for the EcoQuest Program is \$300. This fee covers certification expenses, training costs, equipment purchases/repairs, and transportation costs. The fee does not cover food required during overnight trips or additional camping equipment.

*Please note, this course is only offered to students in grades 10-12. Prerequisite: None

Canadian and World Politics (CPW4U)

This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups, and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical thinking and communication skills to develop and support informed opinions about current political conflicts, events, and issues. Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Human Development throughout the Lifespan (HHG4M)

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development. Prerequisite: Any university, college, or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Families in Canada (HHS4U)

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 or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Nutrition and Health (HFA4U)

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. Prerequisite: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Computer Science (ICS4U)

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

Computer Programming (ICS4C)

This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing and expand their understanding of environmental issues, emerging technologies, and computer-related careers. Prerequisite: Introduction to Computer Programming, Grade 11, College Preparation

World History: The West and the World (CHY4U)

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Environment and Resource Management (CGR4M)

This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability, and strategies for resource management, with a focus on the challenges of environmental degradation and resource depletion. Students will use geo-technologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment. Prerequisite: Any university, university/college, or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Healthy Active Living Education (PPL4O)

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. Prerequisite: Any university, university/college, or college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Recreation and Healthy Active Living Leadership (PLF4M)

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership. Prerequisite: Any Health and Physical Education course

Canadian and World Issues: A Geographic Analysis (CGW4U)

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing. Prerequisite: Any university, university/college, or college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Exercise Science (PSE4U)

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration. Prerequisite: Any Grade 11 university or university/college preparation course in Science, or any Grade 11 or 12 open course in Health and Physical Education

World Cultures (HSC4M)

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of

religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity. Prerequisite: Any university, college, or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Canada: History, Identity, and Culture (CHI4U)

This course explores the challenges associated with the formation of a Canadian national identity. Students will examine the social, political, and economic forces that have shaped Canada from the pre-contact period to the present and will investigate the historical roots of contemporary issues from a variety of perspectives. Students will use critical-thinking and communication skills to consider events and ideas in historical context, debate issues of culture and identity, and present their own views. Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

SECTION 9 - EARNING CREDITS THROUGH ONLINE SERVICES

9.1 Online Course Options for Students

Students can earn credits through online options that can count towards their diploma requirements.

Companies such as Independent Learning Center (ILC), E-Learning and Virtual High school are a few options for students to complete courses online at home or during resources periods during the school day.

Students should speak with the academic advisor to obtain more information on any options regarding online credit opportunities.