

# **AVRO ACADEMY**

**SCHOOL CALENDAR  
2022-2023  
Revised August 2022**

## **The School**

- ❖ 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 or obtained an Ontario Secondary School Diploma (OSSD)
- ❖ The school's overall goals and philosophy
- ❖ School organization, including the school's terms, reporting periods, and timetable organization
- ❖ The school's expectations regarding students' responsibilities, achievement, and attendance
- ❖ The school's Code of Conduct and the board's Safe Schools policy

## **Diploma and Certificates**

- ❖ The requirements for the OSSD, including:
  - Compulsory credit requirements
  - Optional credit requirements
  - the provincial secondary school literacy requirement, including:
    - The Ontario Secondary School Literacy Test
    - The Ontario Secondary School Literacy Course
    - The adjudication process
    - Accommodations, special provisions, deferrals, and exemptions
  - The community involvement requirements and procedures
  - Substitution policy for compulsory credit requirements

## **Curriculum**

- ❖ The requirements for the Ontario Secondary School Certificate, including:
  - Compulsory and optional credit requirements
  - Substitution policy for the compulsory credit requirements
- ❖ The Certificate of Accomplishment

- ❖ All courses offered in the school and related information, including:
  - The definition of a credit
  - Definitions of the types of courses available in the Ontario curriculum
  - An explanation of the course coding system
  - Descriptions of all courses offered by the school, including courses that are not part of the Ontario curriculum, such as locally developed courses (compulsory and optional)
  - How to gain access to outlines of the courses of study
  - How to gain access to Ontario curriculum policy documents
  - Descriptions of experiential learning programs such as cooperative education, , and job shadowing
  - Policy regarding student withdrawal from courses in Grades 11 and 12
  - Procedures related to changing course types
  - Prior Learning Assessment and Recognition processes for both equivalency and challenge
  - Information on evaluation and examination policies
  - Information on reporting procedures, including the Provincial Report Card and the Ontario Student Transcript

## **Supports and Resources**

- ❖ The types of school supports and resources that are available, including:
  - Guidance and education and career planning supports including the Individual Pathways Plan and orientation and exit programs
  - Strategies and resources for students and parents to support education planning and the course selection process
  - Intervention strategies, supports, and programs,
  - Supports for English language learners
  - Computer labs and resource centre/library
  - Community resources

## **Online Course Structure & Policy:**

Hardware & Software

Attendance

Acceptable Use Policy

Ongoing Communication

Proctoring

## **Special Education**

### ❖ Provision of special education, including:

An explanation of accommodations provided

An explanation of modifications of curriculum expectations

The availability of alternative (non-credit) courses

The role of the Identification, Placement, and Review Committee process and the Individual Education Plan

## **Outlines of Courses of Study**

Our course outlines are located in our office, or online, for parents and students to examine.

## **THE SCHOOL**

We believe that a secondary school education is crucial for every student. We help students by providing a personalized education so that individual students can learn to the best of their ability. In the province of Ontario students are required to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD).

## **AVRO Academy's Overall Goals and Philosophy:**

### **Our Mission**

AVRO Academy's mission is to provide personalized education in a community setting for all students. We provide a safe and supportive environment as well as differentiated instruction for students with all kinds of exceptionalities.

We excel in individualized programs that are focused on both students' interests, and students' needs, as well as on Ontario Ministry of Education requirements. At AVRO Academy, we combine an alternative approach with proper educational standards.

### **School Philosophy**

AVRO Academy provides education that promotes self confidence and academic success. At AVRO Academy we aim to ensure that our students' experiences with their course work, assessment and evaluation are positive, despite any previous experiences. Our main goal is to recognize their efforts and strengths, and to help them work through any difficulties. We are also goal oriented and precise. A large number of our graduates have gone on to study a variety of programs (including Engineering, Creative Writing, Visual Arts, and more) at universities and colleges across Canada. We excel at helping students discover their passions, and providing them with the necessary skills and frameworks to achieve their dreams.

Our education model uses both individualized instruction and effective small group dynamics to ensure that each student receives proper one-on-one attention. We provide thoughtful feedback, and encourage self assessment, reflection, and editing. We empower students both to feel comfortable asking questions and seeking extra help as well as to work independently and to develop self-discipline.

All of our students have an agreed upon contract between the school and their family. The contract provides a clear accountability framework with agreed upon timelines and goals to evaluate progress. Students are held accountable to attend and participate. As part of this program, students can achieve many of the following goals:

- Work towards attaining Ontario high school credits;
- Improve critical academic skills: reading, research, writing, and task completion;
- Learn and practice communication skills in a supportive milieu;
- Consult with teachers and facilitators to learn how to plan to meet course expectations and to design assessment tasks that meet their goals and

- aspirations;
- Learn in a positive, supportive, environment of peers, in a way that is sensitive to the issues of youth;
- Develop their emotional intelligence;
- Value academic and non-academic life skills equally
- Balance experiential and in-class learning.

## **The Academic Program 2022-2023**

<b>TERM 1</b>	<b>Sept 12 – Nov 4</b>	<b>** Mid-Term Oct 7</b>
<b>TERM 2</b>	<b>Nov 07 – Jan 27</b>	<b>** Mid-Term Dec 9</b>
<b>TERM 3</b>	<b>Jan 30 – Apr 7</b>	<b>** Mid-Term Feb 24</b>
<b>TERM 4</b>	<b>Apr 10 – Jun 9</b>	<b>** Mid-Term May 9</b>

## **Daily Course Schedule**

Course One: 9:30 am - 12:30 pm

Lunch: 12:30 pm - 1:00 pm

Course Two: 1:00 pm - 4:00 pm

## **Holidays & Professional Development Days: 2022 - 2023**

Oct 7 Professional Development

Oct 10 Thanksgiving Holiday

Nov 18 Professional Development

Winter Break: Dec 12 – Jan 2 \*\* Return Jan 3 \*\*

Jan 30 Professional Development

Feb 17 Professional Development

Feb 20 Family Day Holiday

March Break: Mar 6 – 17 \*\* Return Mar 20 \*\*

Apr 7 Good Friday Holiday

Apr 10 Easter Monday Holiday

May 12 Professional Development  
May 19 Professional Development  
May 22 Victoria Day Holiday  
June 9 Last Day of Class

### **Summer School 2023**

Term 1 July 3 – 28

Term 2 August 1 – 28

## **Student and Teacher Timetables**

All school courses are a minimum of 110 hours of instructional time in length and are worth one credit with the exception of .5 credits as mandated in Ministry regulations. Our school is open from 9 a.m. to 7:00 p.m., most students are in class between 9:30 a.m. and 4:00 p.m.

Formal Scheduled classes run from 9:30 a.m. to 4:00 p.m. First period runs from 9:30-12:30, and the second is from 1:00 pm until 4:00 pm. Each period is 180 minutes long. Some students choose to take independent courses while taking the regular 2 courses during the day. There are six terms in a school year, four from September to June, one in July and one in August.

A typical day at AVRO Academy provides students with an opportunity to participate in an engaging environment with their peers, along with teacher and counselor support. As students become more self aware and motivated, as they meet deadlines, complete courses, and receive constant feedback, they become properly prepared for a post-secondary experience.

In consideration of COVID-19 protocols, most students returned to full time in-person learning. Some students, or parents, may choose for all of their class attendance time to be via Zoom and/or other online means such as Google Classroom.

## **Attendance Policy**

Regular attendance is a key component of the learning and evaluation of courses offered at AVRO. The school attendance policy is reviewed with each student and parent. Regular attendance is critical for the student's learning and achievement of course expectations.

Attendance will be taken and reported daily. Attendance will be indicated on report cards and will appear in the learning categories. Too many unexplained absences will result in a conference with the principal and an action plan will be developed with the student and parent. A student who has missed more than 40% of a class will be in serious jeopardy of being withdrawn from the course (as they will not have sufficient opportunity for ongoing evaluation/assessment).

All students who miss **four** classes consecutively will be required to meet with our on-site counselor. This counselor, in cooperation with the principal will, as per legal mandate, ensure that all students (until the age of 18) are attending school regularly and punctually. The counselor will respond to all referrals made directly by teachers about attendance concerns for all of our students. Attendance concerns include: prolonged absence without adequate explanation, frequent and prolonged pattern of absences or lateness.

The counselor will promote regular school attendance and, where necessary, enforce the provision of the Education Act pertaining to compulsory attendance by making appropriate use of Provincial Court (Family Division) and provide consultation and counseling services to students with school attendance and psycho-social problems. This may include working with a variety of community service agencies and referring students to additional community supports.

Regular attendance is the responsibility of all students at AVRO Academy. The Ontario Ministry of Education indicates that at least 110 hours of scheduled instruction are required to gain one credit in a course. Our courses have at least 110 hours of scheduled instruction time for our students.

Consequences for students with attendance issues:

Failure to attend classes regularly and on-time will result in teachers using a range of consequences to address the issue:

- Interview/counseling by the teacher
- Additional time scheduled to make up for loss of class time
- Phone call and consultation with parents/guardians
- Principal referral
- Involvement of counselor
- Individualized success plan

Absence from a final evaluation because of illness must be explained by a doctor's certificate. Failure to do so may result in a review by the principal.

## **Code of Care and Expectations**

As a member of AVRO Academy's community, students, parents, teachers, and administration acknowledge their role in creating a culture of responsibility. They will strive to treat all members of the community in a fair and respectful manner and try to resolve conflicts constructively. As a minimum basic standard, they will show respect for, and adhere to, the public laws of the province and the country.

The following behaviors are unacceptable: physical, verbal, sexual or psychological abuse; bullying; discrimination on the basis of race, culture, religion, gender, language, disability, sexual orientation, or any other attribute.

All students are required to sign a copy of our code of care, and must recognize the importance of a safe, caring, and supportive environment.



# **DIPLOMA AND CERTIFICATES**

## **The Credit System**

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. For the purpose of granting a credit, “scheduled time” is defined as the time during which students participate in planned learning activities (other than homework) designed to lead to the achievement of the curriculum expectations of a course. A credit is granted to a student by the principal of a secondary school on behalf of the Minister of Education.

Students may also earn a credit through **Independent Study**. There is no restriction on the number of periods that a teacher may allow for independent study within any given course. The teacher of the course is responsible for assigning components of the course, suggesting available resources, evaluating the achievement of the student, and ensuring that the total work involved is equivalent to that expected in the time scheduled for the course.

A student may be permitted to take one or more courses through **Private Study** when one of these two circumstances prevails: (a) the student is deemed to have a valid reason for not attending classes, or (b) the school does not offer the course(s). The school must be willing to monitor the student’s progress and evaluate his or her work. ILC course material may form part of a student’s private study program.

To earn an Ontario Secondary School Diploma (OSSD) you must:

- earn 18 compulsory credits (courses you must take)
- earn 12 optional credits (courses you get to choose)
- complete 40 hours of community involvement activities
- complete the Ontario Secondary School Literacy Test (OSSLT) requirement

<b>Subject Area</b>	<b>Number of Compulsory Credits</b>
English* (1 credit per grade)	4
French as a second language	1
Mathematics (at least 1 credit in Grade 11 or 12)	3
Science	2
Canadian History	1
Canadian Geography	1
Arts	1
Health and physical education	1
Civics	.5
Career Studies	.5

Plus one credit from each of the following groups:

**Group 1:** 1 additional credit in English  
**or** French as a second language\*\*, Native language, or classical or international

language

- or Social sciences and the humanities (family studies, philosophy, world religions)
- or Canadian and world studies (civics, economics, geography, history, law, politics)
- or Guidance and career education
- or Cooperative education\*\*\*

**Group 2:** 1 additional credit in health and physical education

- or Arts
- or Business studies
- or French as a second language\*\*
- or Cooperative education\*\*\*

**Group 3:** 1 additional credit in science (Grade 11 or 12)

- or Technological education (Grades 9 to 12)
- or French as a second language\*\*
- or Computer studies
- or Cooperative education\*\*\*

**Total Compulsory Credits 18**

**Optional Credits 12**

**Total Credits 30**

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

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

\*\*\*A maximum of 2 credits in cooperative education can count as compulsory credits. A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours.

### **Ontario Secondary School Literacy Test (OSSLT)**

All students must successfully complete the Ontario Secondary School Literacy Requirement. This test determines whether you have acquired the reading and writing skills considered essential for literacy. It is based on the Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9.

### **Ontario Secondary School Literacy Course (OSSLC)**

If you have had two opportunities to complete the test and have been unsuccessful, you may enroll in the Grade 12 Ontario Secondary School Literacy Course (OSSLC). You must pass the test or the course in order to obtain your diploma. At the principal's discretion, a student may be allowed to enroll in the OSSLC before he or she has had a second opportunity if it is in the best interest of the student.

Students taking ESL only take the test when they have reached an appropriate level in their language ability.

Mature students may enroll in the OSSLC without having attempted and failed the

OSSLT.

Credit for OSSLC may be used to meet the Grade 11 (OLC30) or the Grade 12 (OLC40) compulsory credit requirement for English.

## **40-Hour Community Involvement**

- The student is responsible for finding and completing 40 hours of volunteer work.
- The school will not be directly involved in finding volunteer placements for students or monitoring students while they are completing their volunteer work.
- The student is responsible for completing their 40 hours and submitting their completed form prior to the end of classes of their graduating year to ensure that their transcript is updated prior to the end of the school year. The parent is responsible for checking potential placements before the student begins volunteering. The school is responsible for advising students of the requirements and procedures for completing the 40-hour community involvement requirement.

## **Substitution for Compulsory Credits**

To meet individual student needs, the principal may replace up to three compulsory courses (or the equivalent half courses) with another course that meets the Ministry requirement for a compulsory credit. A maximum of one credit earned for a Learning Strategies course may be used through substitution to meet the compulsory credit requirement. Credits earned through cooperative education may not be used through substitution. Appropriate documentation will be placed in the OSR when a course substitution has been made.

## **The Certificate of Accomplishment**

Students who leave school before fulfilling the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment. This Certificate is a useful means of recognizing a student's participation in the secondary school program, especially for those students who plan to take certain types of vocational programs or further training for employment after leaving school. A student may return to school or take additional credit courses after having received the Certificate. The student's transcript (OST) will be updated, but will not be issued a new certificate.

## **CURRICULUM**

### **Course Types**

**Grades 9 and 10**

*Academic* courses emphasize theory and abstract problems.

*Applied* courses focus on practical applications and concrete examples.

**Open** courses prepare you for further study in certain subjects and enrich your education generally.

### **Grades 11 and 12**

Additionally, courses in Grades 11 and 12 have designations based upon the student's destination:

**Workplace preparation courses** are designed to equip students with the knowledge and skills needed for direct entry into the workplace or for admission to apprenticeship and other training programs.

**University preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

**College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs.

**University/college preparation courses** include content that is relevant for both university and college programs.

**Open courses** are appropriate for all.

### **Understanding the Course Code**

The first five characters are based on the Common Course Codes used in all secondary schools in Ontario. The code indicates the subject, grade level, and course type. You will need to enter the course code on your course request form. Please see the following example to learn what each letter and number represents.

#### **Course Code Characters Explanation: Example - ENG 1D**

1st, 2nd, and 3rd Subject discipline of the course in letters

"ENG" indicates an English course

4th\* Grade level as a number \* (see below)

"1" grade 9 or first year

"2" grade 10

"3" grade 11

"4" grade 12

5th Type of course as a letter

"D" Academic (grades 9 and 10)

"P" Applied (grades 9 and 10)

"4" Essential (grade 9)

"3" Essential (grade 10)

"O" Open (all grades)

"E" Workplace Preparation (grades 11 and 12)

"U" University Preparation (grades 11 and 12)

"C" College Preparation (grades 11 and 12)

"M" University/College Preparation (grades 11 and 12)

6th Board or school-designated character that indicates credit value or used to

differentiate between courses with similar codes

## **Access to Courses of Study**

Courses outlines are available at the school for parents' perusal. These course outlines have been developed according to the requirements of the Ontario Ministry of Education. During the school year, parents can make direct contact with teachers regarding courses, marking policy and evaluation methods for specific courses. An outline of the course and evaluation methods will be given to all students at the beginning of each course. Course outlines are kept in the office and may be viewed upon request.

## **Ontario curriculum policy documents**

These documents are available online, and in our office. Please ask for assistance if you would like to read through them.

## **Programs, Experiential Learning and Cooperative Education**

We encourage experiential learning as part of our regular credits. We offer co-operative education program in order to learn about their subjects by job shadowing.

## **Course Withdrawals & Full Disclosure**

As of September 2010, if you enroll in a Grade 11 or Grade 12 course, and you withdraw from the course five days after the receipt of the first report card, the percentage grade at the time of withdrawal will be entered in the OST and a 'W' will appear in the 'credit earned' column of the OST. This rule does not apply to courses in English as a second language/English literacy development (ESL/ELD).

The full disclosure policy does not apply to Grade 9 and 10 courses. If you retake a Grade 9 or 10 course, only the highest mark appears on your transcript. If you withdraw from, leave incomplete, or fail a Grade 9 or 10 course, it will not appear on your transcript.

## **Changing Course Types**

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.

In most cases, a student may enroll 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 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 Principal believes that a student can be successful in a particular course

without having taken the specified prerequisite course, the principal may waive the prerequisite.

## **Alternative ways of earning credits**

### **Equivalency Credits**

- For students that do not have Ontario Credits, the principal may grant up to 26 equivalent credits toward the OSSD in accordance with the OS.
- The remaining credits will be chosen from the courses offered at AVRO to obtain an OSSD.
- Equivalency credits are granted only for the purpose of placing the student in appropriate courses.

### ***Prior Learning Assessment and Recognition for Students***

A new procedure, Prior Learning Assessment and Recognition (PLAR) is now in effect to help students achieve recognition for their prior learning towards completion of diploma requirements.

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency".

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

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

All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses.

### ***Prior Learning Assessment and Recognition for Mature Students***

Mature students may be able to receive equivalent credit allowances for certain courses and training programs completed outside secondary school. For example:

- successful completion of courses not usually considered secondary school subjects
- successful completion of each period of an apprenticeship program (for example, electrician, hairdresser, or mechanic)
- your age and the length of time you have spent away from school may qualify you for "maturity credits." This only applies to students graduating under the old curriculum requirements.

A mature student is a student who is:

- at least 18 years old AND has not attended a day school for a period of at least one year
- is enrolled in a secondary school credit program for the purpose of obtaining an OSSD

#### What is PLAR?

Prior Learning and Assessment Recognition (PLAR) for Mature Students is the formal evaluation and credit-granting process through which mature students, who are enrolled in a secondary school credit course, may obtain credits for prior learning. Mature students may obtain credits towards the Ontario Secondary School diploma (OSSD) for knowledge and skills that they have acquired, in both formal and informal ways, outside secondary school.

The PLAR process involves:

Grade 9 and 10 individual assessment/equivalency process

Grade 11 and 12 equivalency process

Grade 11 and 12 challenge process

In all cases, the knowledge and skills gained through education, work experience, and training must be directly related to the provincial curriculum expectations. By using this process, mature students may be granted up to 26 credits toward their OSSD. Students may not challenge the Ontario Secondary School Literacy Course (OSSLC) for credit through the PLAR challenge process.

A mature student must still complete a minimum of four Grade 11 or Grade 12 credits after becoming a mature student, no matter how many equivalent credits are granted. Post-secondary study that is part of a diploma or degree program cannot be counted toward a secondary school diploma. For more information and details about how to apply, or how to obtain our PLAR brochure and fact sheets on the PLAR process for Mature Students, please contact the School.

#### **The Challenge Process:**

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.

Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline.

Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be successful in the challenge process. In cases where a student who is an adult or the parent of a student who is not an adult disagrees with the decision of the principal about whether or not the student should challenge for credit, the parent or adult student may ask the appropriate supervisory officer to review the matter.

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.

### ***Independent Study***

The option of a student to do part or all of a credit through independent study is available to students at the discretion of the principal. The teacher of the course is responsible for assigning available resources, evaluating the achievement of the student, and ensuring that the total work involved is equivalent to that expected in the time scheduled for the course. We often use Independent Learning Centre materials to form the basis of a student's independent study. We may also use the iPod learning process to form the basis of a course which is completed primarily through independent study.

### **I-Plan Model (Individual Learning Plan)**

This model, while not always followed in this way, informs our teaching. We strive to engage the student in their own learning process to be engaged with the material, and to talk to us about what is interesting for them and to them in the course. We also will adjust the focus of an individual course to reflect the students individuality.

The school has created an I-Plan Model based on the iPod self-directed learning, one of the original Learning to 18 Models supported by the Ministry of Education. It was created by a team at A.Y. Jackson Secondary School in the Toronto District School Board.

#### **I – Plan process:**

This process is completely student–centric and the course facilitator guides the student towards desired goals through the following:

- student learning style (thinking)
- student communication goals (emotion)
- student personal interests (body)
- what does the student want to do with the material from this course?  
(environment)

#### **Overall expectations of a course**

The overall expectations of a course are discussed with the students. They are given the responsibility to breakdown the overall expectations into reasonable areas of study and exploration.

#### **Evaluation process**



Each student is involved in a one-on-one discussion with the teacher whereby he/she has to decide in what way he/she wants to be assessed for each unit (inclusive of all four components: knowledge, inquiry, communication and application). This involves tentative time frame, continuous assessments, summative, deadlines and upgrading.

### ***Summer School***

Students may take courses through a variety of summer programs. It is the responsibility of the summer school principal to report that the student has been granted the credit so that it may be entered on the student's OST.

### **You Deserve Credit - Partnership Program (YDC)**

Our You Deserve Credit program is in partnership with learning partners. This program is available to organizations who provide education, but do not have the ability to offer credits for the work that they do. In our partnership with them we facilitate the creation of course outlines, course schedules, and time-tables, and appropriate evaluation strategies for the students that they work with. We offer this program where we could not provide as good an educational experience at our home school location, due to a lack of resources, be they expert or material. Students enroll as a student at AVRO Academy, and with our partner organization to participate in these programs.

## **Our International Online Program**

We have partnered with a number of schools overseas to offer their students a blended learning experience through our online course offerings. We work with these schools to provide an understanding of the Ontario educational system, to mentor them to prepare students to study at AVRO Academy. These programs began in February of 2020, and continues to grow.

## **Evaluation and Examination Policies:**

AVRO Academy pursues the Seven Fundamental Principles of Assessment and Evaluation from Growing Success, ensuring that all assessment, evaluation, and reporting is valid and reliable, and lead to the improvement of learning for all students.

## **Teachers are instructed to use practices and procedures that:**

1. Are fair, transparent, and equitable for all students;
2. Support all students, including those with special education needs;
3. 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;
4. Are communicated clearly to students and parents at the beginning of each course and at other appropriate points throughout the course;
5. 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;
6. Provide ongoing descriptive feedback that is clear, specific, meaningful, and

- timely to support improved learning and achievement;
7. Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

## **Exams, Tests, Missed Assignments, Late Assignments**

Students are responsible for providing evidence of their learning within established timelines. Teachers will use a variety of strategies to ensure that students submit their assignments for evaluation and meet timelines. Some of these may include collaborating on due dates, helping students develop better time management skills, maintaining ongoing communication, using counseling to deal with issues, and reviewing the need for extra support.

Students and parents (for students under 18) will be informed when assignments are late or missing through phone calls, emails, and progress reports.

## **Reporting Procedures and Report Cards**

Students' progress is recorded and tracked using various assessment tools including essays, exams, quizzes, unit projects, oral presentations and assignments. Ongoing parent/teacher communication is encouraged through use of daily planners, monthly phone calls and/or emails to guardians/parents. Parental feedback is welcomed at all times. Mid-term and final reports are sent electronically to parents/guardians. When a student has not completed the necessary hours, or amount of work during a term, or at the middle of the term we may choose to delay issuing a mid-term or final report card.

Final Report cards will be sent home to students within a month of course completion. At this time, a copy of each report card will also be filed, as per ministry requirements, in the OSR. Student accomplishment will also be recorded on the Ontario Student Transcript. This will be saved electronically until requested by a student or parent, or upon graduation when it will be printed and placed in the student's OSR.

The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills and work habits. The report card will contain separate sections for reporting on these two areas. The report card will also include teachers' comments on the students' strengths, areas in which improvement is needed, and ways in which improvement might be achieved. Separate sections are provided for recording attendance and lateness in each course.

The report card provides a record of the learning skills and work habits demonstrated by the student in every course in the following categories:

- ***Responsibility***
- ***Organization***
- ***Independent Work***
- ***Collaboration***
- ***Initiative***
- ***Self regulation***

The learning skills are evaluated using a four-point scale:

**E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement**

The separate evaluation and reporting of the learning skills in these five areas reflects their critical role in students' achievement of the curriculum expectations. The evaluation of learning skills should not be considered in the determination of percentage grades.

Information about a mature student or a student's course work will be released only to that student unless written and signed permission is given to the school to release it to someone else. This authority is transferred to the parent or guardian where the student is a minor. A written release must be submitted in either case, once enrolled with the school. Please remember to notify us if your address or telephone number changes.

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

<b>Percentage Grade Range</b>	<b>Achievement Level</b>	<b>Summary Description</b>
80 – 100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70 – 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 – 69%	Level 2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50 – 59%	Level 1	
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

**Note: Level 3 (70 – 79%) is the provincial standard.** Teachers and parents can be confident that students who are achieving at Level 3 are well prepared for work in the next grade or the next course.

## **SUPPORTS AND RESOURCES**

### **Orientation and Exit Programs**

We orient new and graduating students on a one-on-one basis throughout their learning experience with us.

### **Guidance Resources & Supports**

We are a small school! We have a therapist as a part of our staff team, and we encourage students to discuss issues that get in the way of their learning with him as needed. We encourage students and their parents to arrange a session as required.

### **Judicial Committee**

When there is an issue with the way in which students behave in the classroom, or are having difficulty in relating to other students, we use a process called Judicial Committee (JC). This is a facilitated discussion where those who are in conflict or stress discuss what the problem is and come to an understanding and resolution to the particular issue.

### **Career Planning**

We consider career planning a continual process of self-reflection and teacher student dialogue. As much as possible we use course work as an opportunity for students to reflect upon future careers and opportunities in life beyond the borders of the high school academic experience. Arrange to discuss personal career planning with any one of our staff as required.

### **Intervention Strategies**

As required our director of counseling will engage with students who are not succeeding in meeting their academic goals and will work to create a plan for their success.

### **Education Planning and Course Selection**

We consider learning to be a continual exploration of future goals. Course selection occurs at the beginning of each term keeping in mind the students curriculum requirements and abilities. We also take time to select appropriate courses at the end of the school year, in June, so that students know what they will be doing in the following year. Students meet with a faculty advisor of their choice from among our teachers, school councilor, vice-principal, or principal.

### **Supports for English Language Learners**

We are a small school, and we recognize that those learning English thrive in a welcoming environment in which teachers and peers:

- value them as a positive presence in the classroom and the school;
- encourage their efforts at learning English and sharing their knowledge of the world;
- encourage their use of their first language;
- provide books, visual representations, and concrete objects that reflect their backgrounds and interests.

English language learners also:

- benefit when teachers select approaches and strategies that are specifically differentiated in response to the individual student's language learning needs.
- need frequent opportunities for extended conversation in English with their peers and other members of the larger community. They benefit from regular opportunities to hear English used in situations where they are able to understand at least the basics of what is being said and opportunities to try out their developing skills in low-stakes situations.

### **Library Services**

The school will have available a set of core text books in each subject area. For research purposes, the students will avail themselves of the resources available at the local community library.

### **Computers**

Students may use their private laptops on the school's wireless network system. All students must follow the "Acceptable Use Policy" set down by the school. The school also has a number of computers that can be used as needed.

### **Community resources**

We encourage our students to engage in the local community and to access resources that best benefit their learning and life goals.

## **Online Course Structure & Policy:**

### Hardware & Software

- Students are required to use a computer and software that can send and receive email, and where necessary attach files.

### Attendance

- Student attendance is ensured by their successful completion of their course work.

### Acceptable Use Policy

## **ETHICS & Acceptable Use Policy**

As a student participating in this online learning system, you will abide by all rules and regulations published in this acceptable use policy and agree that you are subject to the jurisdiction of all disciplinary panels and procedures. All assignments you submit and all tests you take shall be solely performed by you, except where it is requested that you participate in a group project. You will not submit work that is plagiarized or otherwise violates copyright laws of Canada.

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#### Attendance

- As an AVRO student you recognize that the completion of your work is the proof of your success in your course.

#### Ongoing Communication

- Teachers will communicate with students on a regular basis.

#### Proctoring

- As necessary students may choose to complete an exam with an individual or organization vetted by AVRO.

## **Courses Available**

### **ARTS 2010**

#### **Drama, Grade 10, Open ADA2O 2010**

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

**Prerequisite:** None

**Integrated Arts, Grade 9 or 10 Open ALC1O/ ALC2O 2010**

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

**Prerequisite:** None

**Music, Grade 9, Open AMU1O 2010**

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

**Prerequisite:** None

**Music, Grade 10, Open AMU2O 2010**

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

**Prerequisite:** None

**Music, Grade 11, University/College AMU3M 2010**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

**Prerequisite:** Music, Grade 9 or 10, Open.

**Music, Grade 12, University/College AMU4M 2010**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

**Prerequisite:** Grade 11 Music, University/College Preparation

**Media Arts 11, University/College ASM3M 2010**

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

**Prerequisite:** Media Arts, Grade 10, Open

**Media Arts 12, University/College ASM4M 2010**

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.

**Prerequisite:** Media Arts, Grade 11, University/College Preparation

**Visual Arts - Photography 11, University/College AWQ3M 2010**

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

**Prerequisite:** Grade 9 or 10 Visual Arts, Open

**Visual Arts - Photography 12, University/College AWQ4M 2010**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. This course will focus on photography.

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

**Visual Arts, Grade 9, AVI1O 2010**

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

**Prerequisite:** None



### **Visual Arts, Grade 10, AVI2O 2010**

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

### **Visual Arts, Grade 11, University/College Preparation AVI3M 2010**

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

**Prerequisite:** Visual Arts, Grade 9 or 10, Open

### **Visual Arts, Grade 12, University/College Preparation AVI4M 2010**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

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

## **BUSINESS STUDIES 2006**

### **Introduction to Business, Grade 9 or 10, Open (BBI10,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

### **Information and Communication Technology in Business, Grade 9 or 10, Open (BTT1O,BTT2O)**

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic

research and communication skills, and current issues related to the impact of information and communication technology.

**Prerequisite:** None

**Entrepreneurship: The Venture, Grade 11, College Preparation BDI3C 2006**

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

**Marketing: Goods, Services, Events. Grade 11 BMI3C 2006**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

**Prerequisite:** None

**Business Leadership: Management Fundamentals, Grade 12 BOH4M 2006**

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

**Prerequisite:** None

**International Business Fundamentals, Grade 12, University / College Preparation BBB4M 2006**

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

**Accounting, Grade 12 BAT4M 2006**

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

**Prerequisite:** Financial Accounting Fundamentals, Grade 11, University/College Preparation

## **COMPUTER STUDIES 2008**

### **Introduction to Computer Science, Grade 11 ICS3U 2008**

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

### **Computer Science, Grade 12 ICS4U 2008**

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:** ICS3U, Introduction to Computer Science, Grade 11, University

## **Technological Education 2009**

### **Communications Technology, Grade 11 TGJ3M 2009**

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

**Prerequisite:** none

### **Communications Technology, Grade 12 TGJ4M 2009**

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

**Prerequisite:** Communications Technology, Grade 11, University/College Preparation

## **CANADIAN AND WORLD STUDIES 2018/2015**

### **Issues in Canadian Geography, Grade 9, Academic (CGC1D) 2018**

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

### **Canadian History Since World War I, Grade 10, Academic (CHC2D) 2018**

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, 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 identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. 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

### **Civics and Citizenship, Grade 10, Open (CHV2O) 2022**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

**Prerequisite:** None

### **American History, Grade 11, University Preparation (CHA3U) 2015**

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

**Prerequisite:** CHC2D, Canadian History Since World War I, Grade 10, Academic or CHC2P, Canadian History Since World War I, Grade 10, Applied

### **World History: The West and the World, Grade 12, University Preparation (CHY4U) 2015**

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

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

### **Canada: History, Identity, and Culture, Grade 12, CHI4U 2015**

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

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

### **Understanding Canadian Law, Grade 11, CLU3M 2015**

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

**Prerequisite:** Canadian History since World War I, Grade 10, Academic or Applied

### **Canadian and International Law, Grade 12, University Preparation (CLN4U) 2015**

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

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

### **Grade 12 World Issues: A Geographic Analysis, CGW4U Grade 12 2015**

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality

of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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

### **Grade 12 Canadian and International Politics, CPW4U 2015**

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

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

### **Grade 11 Forces of Nature: Physical Processes and Disasters, University/College Preparation CGF3M 2015**

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

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

### **Grade 12 The Environment and Resource Management, CGR4M 2015**

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

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

### **Grade 11 Travel and Tourism: A Geographic Perspective, CGG3O 2015**

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic

inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

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

### **Canadian and International Law, Grade 12, University Preparation CLN4U**

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

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

## **ENGLISH 2007**

### **English, Grade 9, Academic ENG1D 2007**

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

### **Applied English Grade 9, ENG1P 2007**

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college, or workplace preparation courses in Grades 11 and 12.

**Prerequisite:** None

### **English, Grade 10, Academic ENG2D 2007**

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

### **Applied English Grade 10, (ENG2P) 2007**

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

**Prerequisite:** ENG1D or ENG1P

### **English, Grade 11, University Preparation ENG3U 2007**

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

### **English, Grade 11 College Preparation ENG3C 2007**

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

**Prerequisite:** English, Grade 10, Applied

### **English, Grade 12, University Preparation ENG4U 2007**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace

**Prerequisite:** English Grade 11 University Preparation

### **English, Grade 12 College Preparation ENG4C 2007**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.



**Prerequisite:** English, Grade 11, College Preparation

**Studies in Literature, Grade 12, University Preparation ETS4U 2007**

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

**Prerequisite:** English, Grade 11, University Preparation

**The Writer's Craft, Grade 12, University Preparation EWC4U 2007**

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze 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

## **FRENCH 2014**

**Core French, Grade 9, FSF1D 2014**

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

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

**Core French, Grade 10, FSF2D 2014**

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

**Prerequisite:** Core French, Grade 9, Academic or Applied

**Core French, Grade 11, FSF3U 2014**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Core French, Grade 10, Academic

## **GUIDANCE AND CAREER EDUCATION 2006 / 2019**

### **CAREER STUDIES GRADE 10, OPEN (GLC2O) 2019**

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

**Prerequisite:** none

### **Learning Strategies Grade 9, Open GLS1O(GLE1O/GLE2O) 2006**

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

**Prerequisite:** For GLS1O – None For GLE1O and GLE2O – Recommendation of principal

### **Leadership and Peer Support, Grade 11, Open GPP30 2006**

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

GLS2-4?

### **Designing Your Future, Grade 11, Open (GWL3O) 2006**

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

**Prerequisite:** None

## **First Nations, Métis, and Inuit Studies - 2019**

### **Expressions of First Nations, Métis, and Inuit Cultures, Grade 9 Open NAC1O-2019**

This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/ productions, that explore or reflect First Nations, Métis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges.

**Prerequisite:** None

### **First Nations, Métis, and Inuit in Canada, Grade 10 Open NAC2O-2019**

This course explores the histories of First Nations and Inuit in Canada from precontact, as well as Métis from their beginnings, to the present day. Students will examine the continuing impact of past social, cultural, economic, political, and legal trends and developments on First Nations, Métis and Inuit individuals and communities. Students will apply the concepts of historical thinking and the historical inquiry process to investigate a range of issues, events, and interactions that have affected First Nations, Métis, and Inuit individuals and communities, including those that continue to affect relations between Indigenous and non-Indigenous peoples in Canada.

**Prerequisite:** None

### **Contemporary First Nations, Métis, and Inuit Issues and Perspectives, Grade 11 University/College Preparation NDA3M-2019**

This course explores existing and emerging issues of local, regional, and national importance to First Nations, Métis, and Inuit in Canada. Students will analyse diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends. Using the concepts of political thinking and the tools of political inquiry, students will explore their own and others' ideas and investigate issues to determine what needs to change and why. Students are also given the opportunity to develop their own problem solving strategies to address an issue of their choice.

**Prerequisite:** First Nations, Métis, and Inuit in Canada, Grade 10, Open, or Canadian History since World War I, Grade 10, Academic or Applied

### **First Nations, Métis, and Inuit Governance in Canada, Grade 12 University/College Preparation NDG4M-2019**

This course explores aspects of First Nations, Métis, and Inuit governance in Canada as well as laws, policies, and judicial decisions that have affected and continue to affect the lives of Indigenous peoples in this country. Students will investigate historical and

contemporary relations between First Nations, Métis, and Inuit communities and colonial, federal, and provincial/territorial governments and will develop their understanding of Indigenous rights in Canada. Students will examine how traditional values and cultural practices inform models of Indigenous governance and leadership as they explore strategies being used to revitalize and strengthen First Nations, Métis, and Inuit sovereignty, self-governance, and self-determination in Canada.

**Prerequisite:** Any Grade 11 university, university/college, or college preparation course in First Nations, Métis, and Inuit studies, Canadian and world studies, or social sciences and humanities

## **SOCIAL SCIENCES AND HUMANITIES 2013**

### **Challenge and Change, Grade 12, HSB4M 2013**

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 analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze 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.

### **Food and Nutrition, Grade 9 Course Code HFN1O 2013**

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

### **Food and Culture Grade 11 University/College Preparation HFC3M 2013**

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

**Prerequisite:** None

### **Housing and Home Design, Grade 11, Open HLS3O 2013**

This course introduces students to a range of issues related to housing and home design. Students will learn about the needs that housing fulfils; housing options; home maintenance and safety; and environmental, economic, legal, and social considerations

related to housing. They will use the elements and principles of design to analyse design and decorating decisions. Students will develop research skills as they investigate issues related to housing and home design.

**Prerequisite:** None

### **Nutrition and Health, Grade 12, University HFA4U 2013**

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

### **Dynamics of Human Relationships, Grade 11 Open HHD3O 2013**

This course focuses on helping students understand the individual and group factors that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practise strategies for developing and maintaining healthy relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships.

**Prerequisite:** None

### **Gender Studies, Grade 11 HSG3M 2013**

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

**Prerequisite:** None

### **Issues in Human Growth and Development 12, University/College Preparation HHG4M 2013**

This course offers a multidisciplinary approach to the study of human development throughout the life cycle with particular emphasis on enhancing growth and development. Students will examine how early brain and child development is linked to lifelong learning, health, and well-being, and will develop an understanding about brain development during life's various stages.

### **Introduction to Anthropology, Psychology and Sociology, Grade 11, HSP3U 2013**

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

**Prerequisite:** The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

**Families in Canada, Grade 12, University/College Preparation HHS4U 2013**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

**Philosophy: The Big Questions HZB3M 2013**

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

**Prerequisite:** None

**Philosophy: Questions and Theories, Grade 12, University Preparation HZT4U 2013**

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

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

**World Religions and Belief Traditions: Perspectives, Issues, and Challenges, Grade 11 University/College Preparation HRT3M 2013**

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

**The World of Fashion, Grade12, HNB4M 2013**

This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques, and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.

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

## **MATHEMATICS 2005/2007/2021**

### **Mathematics, Grade 9 (MTH1W) 2021**

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

**Prerequisite:** None

### **Principles of Mathematics, Grade 10, Academic MPM2D 2005**

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

**Prerequisite:** Mathematics, Grade 9 (MTH1W) 2021

### **Foundations of Mathematics, Grade 10, Applied MFM2P 2005**

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:** Mathematics, Grade 9 (MTH1W) 2021

### **Functions, Grade 11, University Preparation MCR3U 2007**

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

**Foundations for College Mathematics, Grade 11, College Preparation MBF3C 2007**

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** Foundations of Mathematics, Grade 10, Applied

**Functions and Applications, University/College Preparation MCF3M 2007**

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 of Data Management, Grade 12, University Preparation MDM4U 2007**

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

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

**Advanced Functions, Grade 12, University Preparation MHF4U 2007**

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

**Calculus and Vectors Grade 12, University Preparation MCV4U - 2007**



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:** MHF4U, Advanced Functions, Grade 12, University (may be taken concurrently)

### **Mathematics for Work and everyday Life, Grade 11, Workplace Preparation MEL3E 2007**

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

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

### **Mathematics for Work and Everyday Life, Grade 12 Workplace Preparation MEL4E 2007**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs, create household budgets, and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

## **HEALTH AND PHYSICAL EDUCATION 2015**

### **Healthy Active Living Education, Grade 9, Open PPL10 2015**

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

### **Healthy Active Living Education, Grade 10, Open PPL2O 2015**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

### **Healthy Active Living Education, Grade 11, Open PPL3O 2015**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

### **Healthy Active Living Education, Grade 12, Open PPL4O 2015**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

Please note the following possible focus courses based on the above course descriptions:

Healthy Living and Personal and Fitness Activities (PAF) • Healthy Living and Large-Group Activities (PAL) • Healthy Living and Individual and Small-Group Activities (PAI) • Healthy Living and Aquatic Activities (PAQ) • Healthy Living and Rhythm and Movement Activities (PAR) • Healthy Living and Outdoor Activities (PAD)

### **Introductory Kinesiology, Grade 12, University Preparation PSK4U 2015**

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

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

## **INTERDISCIPLINARY STUDIES 2002**

### **Interdisciplinary Studies, Grade 11 IDC3O 2002**

This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

**Prerequisites:** for IDC3O, none; for IDP3O, the prerequisite for each of the courses in the package

### **Interdisciplinary Studies, University Preparation IDC4U 2002**

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

**Prerequisites:** for IDC4U, any university or university/college preparation course; for IDP4U, the prerequisite for each of the courses in the package

## **SCIENCE 2008**

### **Science, Grade 9, Academic SNC1D 2008**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

**Prerequisite:** None

### **Science, Grade 9, Applied SNC1P 2008**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

**Prerequisite:** None

**Science, Grade 10, Academic SNC2D 2008**

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

**Science, Grade 10 Applied, SNC2P 2008**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter

**Prerequisite:** Science, Grade 9, Academic or Applied

**Biology, Grade 11, University Preparation SBI3U 2008**

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulation, the diversity of living things, and the anatomy, growth, and functions 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

**Biology, Grade 12, University Preparation SBI4U 2008**

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.

**Chemistry, Grade 11, University Preparation SCH3U 2008**

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.

### **Chemistry, Grade 12, University Preparation SCH4U 2008**

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, Grade 11, University Preparation SPH3U 2008**

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, Grade 12, University Preparation SPH4U 2008**

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 analyze, 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.

### **Earth and Space Science, Grade 12, SES4U**

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

**Prerequisite:** Science, Grade 10, Academic