

# **Caribbean International Academy**



**School Course Calendar**

**Information Booklet**

**Grade 9 – Grade 12**

**2024-2025**

Revised April 2024

**Mission Statement**

Caribbean International Academy is committed to promoting a caring goal-oriented environment that fosters academic excellence, personal growth and a love for lifelong learning. It is the goal of CIA to prepare students for post-secondary education and other pathways for success.

**Beliefs**

Caribbean International Academy believes that education must address the whole person. The Academy has been established to provide academic and extracurricular programs that support the development of students emotionally, physically and intellectually.

CIA believes in partnership. Together, students, parents/guardians, teachers and community create a partnership in education.

CIA believes that students should set and achieve annual education goals, aiming each year to surpass their own previous “personal best”.

CIA believes that students work best in a safe and comfortable environment. CIA has a zero-tolerance policy for violent or abusive behavior, whether from staff or students.

**Values**

Caribbean International Academy upholds a respect for human diversity, a tolerance for beliefs different from our own, and a compassion for others. CIA encourages individual and social responsibility and promotes a balanced lifestyle in school as well as in community and after-school activities.

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## The Ontario Secondary School Diploma Requirements (OSSD)

The high school program is based on a credit system. Students must earn a total of 30 credits (one for every 110 hour course successfully completed) to obtain a high school diploma. Eighteen of the credits are compulsory, earned in a specified number of courses from a list of subjects that every student must take. The remaining 12 credits are elective, earned in courses that the student may select from the full range of courses offered by the school.

In Ontario it is a requirement that students remain in secondary school until they reach the age of 18 (eighteen) or obtain an Ontario Secondary School Diploma.

As well as 30 credits, a student must complete 40 hours of community involvement activities and successfully complete the OSSLT, the provincial secondary school literacy test.

### ***Compulsory Credits***

- 4 credits in English (1 English credit per grade)\*
- 1 credit in French as a second language
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts (Music, Art, Drama, or Dance)
- 1 credit in Health and Physical Education
- 0.5 credits in Civics and 0.5 credits in Career Studies

### **3 additional credits, consisting of 1 credit from each of the following groups:**

- Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education
- Group 2:** French as a second language, the arts, business studies, health and physical education, cooperative education
- Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

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

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

- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of groups 1, 2, or 3.

### ***Optional Credits***

In addition to the 18 compulsory credits, students must earn 12 optional credits\*\*\* of their choice, selected from the list of courses offered by the school. Optional credits allow students to build an educational program that suits their individual interests and meets university, college, apprenticeship, or work requirements.

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

\*\* A maximum of 2 credits in cooperative education can count as compulsory credits.

\*\*\* May include up to 4 credits achieved through approved Dual Credit courses.

### ***Credit Substitution***

To ensure that all students can qualify for the OSSD or the Certificate of Education, the Principal may substitute among compulsory credits as follows:

- up to three compulsory credits may be replaced by additional courses from the remainder of those listed as compulsory
- parental approval of such a substitution shall be provided in writing
- each substitution shall be noted on the Ontario Student Transcript

Students who qualify under this substitute credit arrangement are those whose educational interests, in the opinion of their parents/guardians, and the Principal, are best served by such substitution.

To provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3) outlined in section 6.1.1. Substitutions should be made to promote and enhance student learning or to respond to special needs and interests.

Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).

The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In all

cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate supervisory officer to review the matter.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits in accordance with section 6.1.1.)
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet (see section 7.3.1).

Each substitution will be noted on the student's Ontario Student Transcript

### ***Community Involvement Requirements and Procedures***

Students must complete a minimum of 40 hours of community involvement activities during their years in the secondary program. This requirement is to be completed outside the students' normal instructional hours and in a variety of settings. Students may not complete the requirement through activities that are counted towards a credit, through paid work or by assuming duties normally performed by a paid employee.

Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 are able to start accumulating community involvement hours in the summer before they enter Grade 9.

Parents and students play a major role in this initiative. Completion of the 40 hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted. This documentation must include for each activity, the name of the person or organization receiving the service, the activity performed, the dates and hours, signatures of the student and his or her parents and a signed acknowledgement by the person (or representative of the organization) involved. Forms are available for this purpose from Student Services.

## ***Ontario Secondary School Literacy Test***

One of the requirements for students to receive their Ontario Secondary Diploma is the successful completion of the **Ontario Secondary School Literacy Test (OSSLT)**. The test is based on the Ontario curriculum expectations for language and communications, particularly reading and writing, up to and including grade 9. Although this test is administered in Grade 10, a number of grade 11 and 12 students, either unsuccessful last year or new to C.I.A. will also be required to write this test.

## **Remediation and the Ontario Secondary School Literacy Courses**

The test will determine who has attained the provincial expectations for literacy. It will identify areas for remediation for students who are unsuccessful in completing the test. The literacy test may not be retaken once it has been successfully completed. If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. Principals have the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student.

### **Deferrals:**

Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as second language/English literacy development courses who have not yet acquired the level of proficiency in English required for successfully completing the test. The principal determines if a deferral should be granted and the time period for the deferral.

## ***The Ontario Secondary School Certificate (OSSC)***

This certificate will be granted on request to students who leave school before earning the OSSD provided that they have earned a minimum of 14 credits distributed as follows:

### **COMPULSORY CREDITS (TOTAL OF 7)**

- 2 credits in English
- 1 credit in Canadian Geography or Canadian History
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Health and Physical Education
- 1 credit in the Arts or Technological Education

### **Optional Credits (TOTAL OF 7)**

- 7 credits selected by the student from courses available in the school

## ***Certificate of Accomplishment***

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

## ***School Organization***

CIA is organized on a Semester System. Semester one runs from the early in August until the end of the exam period in December. Semester two runs from January until the end of the exam period in June.

Being a semestered school, CIA uses the Provincial Report Card, Grades 9 to 12, for the formal written reports to parents two times a semester. The first Report Card is issued in October and March (exact date to be determined each year). The final Report Card is issued in January and June.

Our timetable is organized based on four 75 (seventy – five) minute periods in each school day. There are two periods in the morning and two periods in the afternoon, with a forty minute lunch break between the two blocks.

## **Requirement to remain in Secondary School**

There is a requirement that students remain in secondary school until they reach the age of 18 or they have successfully attained an Ontario Secondary School Diploma (OSSD).

## ***Academic Supports and Procedures***

### **Guidance Services**

**Education and Career Planning:** The counsellor will assist students in developing plans to meet personal, educational and career goals. In addition, the Ministry of Education requires all students in grades 7 through 12 to complete the Individual Pathways Plan (IPP) which is completed in class. The IPP becomes the primary planning tool that students use as they proceed through school towards their initial post-secondary destination. Ongoing development of the IPP provides students with a valuable archive of their learning and a catalogue of the resources they need for planning. Also, every Grade 10 student will take a half-credit course in Career Education as part of their compulsory credits for graduation. All grade 11 classes are led through a career planning workshop and for Grade 12's a post-secondary workshop. All students at CIA from grade 9 through 12 are encouraged to use the educational tracker and career planner called "Myblueprint".

**Personal Counselling:** The counsellor can assist students with communication and problem solving in their relationship with others.



**Timetable Changes:** It is hoped that students will make wise choices based on their academic and career goals. The counsellor and teachers work with students from February through mid-April to research and make appropriate selections. The school is timetabled based on the students' final requests in April and as a result, classes may be filled or cancelled depending upon the subject enrolment. Since class limits may be restrictive, the priority for changes will be:

- \*course cancellations
- \*students who have failed a prerequisite for a course which is in their timetable;
- \*students needing a course to meet graduating requirements for their diploma;
- \*changes in level
- \*students who have made a career/academic change in their plans.

All changes must be made through the Guidance Counsellor and new courses for any semester may be added up to the end of the first week of the semester.

**Dropping Courses:** To drop a course, a "drop form" must be obtained from a Guidance Counsellor, signed by the student, subject teacher, and parent/guardian if the student is under 18 years of age. This form then must be submitted to Guidance. Students in grade 9, 10, and 11 will be enrolled in four credits each semester. Full Disclosure shows any dropped course for grades 11 and 12 five days after mid semester reporting.

**Student Success Teacher:** The Ministry of Education requires each secondary school to have a Student Success Teacher who tracks the progress of students at risk of not graduating; who supports school-wide efforts to improve outcomes for students struggling with the secondary curriculum; who provides direct support/instruction to these students in order to improve student achievement, retention, and transitions; and who works with parents and the community to support student success.

## **Information about Ministry of Education Credit Courses**

### ***Definition of a Credit:***

A credit is a means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to a student by the principal of a secondary school on behalf of the Minister of Education.

### ***Definition of Types of Courses:***

Two types of courses are offered

- **De-Streaming** All Grade 9 compulsory courses in Ontario secondary schools (English, Mathematics, French, Geography and Science) have been de-streamed since September 2022. As a result of this provincial policy, Grade 9 students will no longer be streamed into Academic or Applied courses.
- **Open courses** are designed to prepare students for further study in certain subjects and to enrich their education generally.

Three types of courses are offered in grade 10:

- **Academic courses** emphasize theory and abstract problems.
- **Applied courses** focus on practical applications and concrete examples.
- **Open courses** are designed to prepare students for further study in certain subjects and to enrich their education generally.

Five types of courses are offered in grades 11 and 12:

- **Open courses** are appropriate for all students regardless of post-secondary destination. They are not designed with the specific requirements of a post-secondary destination in mind.
- **Workplace Preparation** courses are designed to prepare students for a variety of jobs, training programs and careers. These courses emphasize workplace applications but also explore theoretical material underlying practical applications.
- **College Preparation** courses are designed to prepare students for most college programs and related careers.
- **University/College Preparation** courses are designed to prepare students for entrance requirements for specific university and college programs, and related careers.
- **University Preparation** courses are designed to prepare students for entrance requirements for university programs and related careers. De-Streaming

### ***Prerequisites:***

Course offerings from grade 10 to 12 may have prerequisite requirements. The principal has the authority to waive prerequisite requirements on a case-by-case basis if evidence of prior learning can be demonstrated and if the decision is in the best interest of the student's academic progress.

### ***Alternative Ways of Earning Credits towards the OSSD***

Online Courses – The Independent Learning Center and the Virtual High School offers secondary school credit courses for individuals who wish to work independently towards the secondary school diploma. Contact your guidance counsellor for information about these options or the Virtual High School website <https://www.virtualhighschool.com/>.

Please be aware that there is a charge for these courses.

Summer School - While summer school is not currently offered at CIA, in the future summer school courses may be available for students who wish to earn additional credits, retake courses they have not successfully completed, improve achievement in a course or take transfer courses. See your Guidance Counsellor for further details.

### **Description of Approved Locally Developed Courses**

Locally developed courses are courses that meet educational needs not met by provincial curriculum documents. CIA does not offer Locally Developed Courses at this time.

## ***Online learning graduation requirement***

New to the Ontario Provincial Graduation Requirements, students are now required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-2021 school year or later. The graduation requirement is intended to support students in developing familiarity and comfort with working and learning in a fully online environment, as well as developing digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives.

## **Benefits of Online Learning for Students**

In teacher-led online learning, students have the opportunity to:

- get credits in subjects they find interesting but that may not be available at the school
- learn in engaging ways, such as through interactive features, simulations and collaboration with others across the world
- gain important transferable skills, including digital literacy, to support lifelong learning and employment opportunities

## **CIA Policy on Online Learning**

Meeting the online learning graduation requirement should not pose a barrier to graduation for students. Online learning courses have always been optional at CIA. These courses are provided externally at an additional cost to students. In order to prevent our families from incurring additional tuition expenses, we are making meeting the Online Learning Graduation Requirement optional for students.

Parents/guardians may choose to opt their child out of the mandatory online courses required for graduation by completing an Opt-Out Application Form for students who are not intending to take two online courses. This application form will be kept on file in the student's Ontario Student Record folder.

Details of Opting-out of the Online Learning Requirement:

- Upon receipt of this form by the child's school, the child will not be required to earn two online learning credits in order to earn an Ontario Secondary School Diploma.
- The child will face no academic penalties for opting out of this graduation requirement.
- The child will continue to complete all other applicable graduation requirements.
- This will be recorded on the child's transcript as "Online Learning Graduation Requirement - Non-Applicable".
- 
- Students may decide to meet the Online Learning Requirement if they choose to do so.

Please contact the school for further information on this process.

## **Definition of "online learning" for this graduation requirement**

Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform. Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:

- examinations and other final evaluations
- occasional meetings with educators and other school staff, and
- access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners).

In online learning courses, coursework is teacher-led. Students from the same online class may follow different timetables and be from different schools. Students complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student's Individual Education Plan.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Please speak with your guidance teacher if you have questions regarding the online course registration process.

### ***Prior Learning Assessment and Recognition (PLAR)***

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 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, or as a way to obtain a credit for a course they have previously failed.

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

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

Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process.

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

## Course Coding System

The course code consists of a course title and a six character code; the Ministry of Education designates the first five characters and the sixth character is determined by CIA.

Code Characters	Explanation	Example (using ENG1W)
<b>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup></b>	Subject discipline of the course in letters	<b>"ENG"</b> is English
<b>4<sup>th</sup></b>	Grade level as a number * "1" Grade 9 "2" Grade 10 "3" Grade 11 "4" Grade 12	ENG <b>1W</b> is a Grade 9 course
<b>5<sup>th</sup></b>	Type of course as a letter "D" Academic "E" Workplace "P" Applied "C" College "O" Open "M" University/College "U" University "W" De-streamed	ENG <b>2D</b> is a grade 10 academic level course
<b>6<sup>th</sup></b>	School designates the character which may be used to indicate the number of prerequisite courses or to differentiate between courses with similar codes.	"0" No prerequisite "R" Remedial

\* In the case of a language course, the fourth character refers to the level of proficiency

The Ministry of Ontario points out that those students who intend to go to university will normally take most of their compulsory credits at the University Level or University/College Level. It is particularly important that depth of study and high academic standards are maintained in these courses. Those students who plan to attend university should meet with a Student Services counsellor to make the appropriate choices as part of their 30 credits. However, students may elect to take more than 30 credits.

## Student Progress and Evaluation

If a student is to be granted a credit in a subject, regular attendance is extremely important. If the time requirements are not fulfilled, loss of credits may result.

**At CIA all students in Grades 9 and 10 must take a full program. Students in Grades 11 and 12 will also take a full program unless otherwise exempted by the principal.**

## **Evaluation and Examination**

### ***Evaluation and Examination Policies***

Students entering Grade 9 on or after September 1999 will be evaluated based on the expectations found in the Provincial Curriculum Policy Documents for the courses in which they are enrolled. Evaluation is based on the level of achievement the student demonstrates in the skills and knowledge covered in a course: 70 (seventy) percent of the evaluation is based on classroom work and may be determined through a wide variety of methods such as ongoing class demonstrations, presentations, essays, performances and classroom tests. The remaining 30 (thirty) percent of the course is based on a final summative evaluation that may be determined through a variety of methods in the latter portion of the course. Final summative evaluations could include a portfolio, essay, examination and/or demonstration. This final evaluation reflects the range and level of student skills and knowledge attained by the conclusion of the course.

### ***Assessment for Learning and As Learning***

Students' interest in learning and their belief that they can learn are critical to their success. The use of assessment *for learning* and *as learning* are considered a way of increasing students' engagement in and commitment to learning.

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "*assessment for learning*" and "*assessment as learning*". As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Teachers obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, performances, peer and self-assessments, self-reflections, essays, and tests. Assessment is based on evidence of student achievement of the [provincial curriculum](#) expectations.

As essential steps in assessment for learning and as learning, teachers:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;

- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer and self-assessment.

The school Principal supports the fulfilment of these policy requirements by encouraging continuing professional development among staff and by fostering a school-wide collaborative learning culture based on the sharing of knowledge and on a sense of collective responsibility for outcomes.

*Growing Success, 2010, p 31-33*

Assessment Type	Primary Responsibility	When	Purposes	Examples
Assessment for	Educator	Before and During Instruction	To determine: <ul style="list-style-type: none"> <li>· Where students are in their learning</li> <li>· Where they need to go</li> <li>· How best to get there</li> </ul>	<ul style="list-style-type: none"> <li>· exit cards</li> <li>· anticipation guide</li> <li>· conference</li> <li>· feedback</li> <li>· small group instruction</li> </ul>
Assessment as	Student	During Instruction	Explicit fostering of students' capacity over time to be their own best assessors. <ul style="list-style-type: none"> <li>· How well do I understand the concepts and skills?</li> <li>· What are my next steps?</li> </ul>	<ul style="list-style-type: none"> <li>· 2 stars &amp; a wish</li> <li>· self-reflection</li> <li>· self-assessment</li> </ul>
Assessment of	Educator	Near or at the end of a learning period	Summarize learning at a given time. Assign a value to represent quality of a student's learning	Anything where a grade is given for reporting purposes

### ***Plagiarism, Late and Missed Assignment Policies***

These three policies are taken very seriously. Please refer to the code of conduct section of this booklet for detailed information on each policy.

### ***Cheating***

As outlined in our School of Conduct, cheating is seen as a very serious offense. All cases of cheating will be investigated and where it has occurred there will be a continuum of behavioral and academic responses and consequences, based on at least the following four factors: 1) the grade level of the student, 2) the maturity of the student, 3) the number and frequency of the incidents, 4) the individual circumstances of the student. (Taking from *Growing Success, assessment, evaluation and reporting in Ontario Schools*).

Teachers in all classes will outline to students, at the beginning of the year, strategies for the prevention of cheating, how detection of cheating can occur and consequences of students who

cheat. These consequences will be determined by the teacher and in some cases the School Administration depending on the four factors listed above.

### ***Reporting to Parents/Guardians***

Parents/guardians will continue to be informed of their child's progress through a regular schedule of reporting at mid-semester and end of semester. The Provincial Report Card will be used to provide information regarding academic progress and learning skills in a consistent way throughout all subjects. Parents are encouraged to call the school for information or advice on the progress of their child at any time during the school year.

### ***Independent Study/Private Study***

At the request of the parent and in consultation with the Principal, a student may undertake independent study. While the school acknowledges that independent learning enables students to learn in a more flexible learning environment and supports inquiry and project-based learning, the knowledge and skills may be evaluated against the expectations outlined in provincial curriculum policy documents, in order for credit to be granted.

## **The Ontario Student Transcript**

The Ontario Student Transcript was developed in 1983 to provide an official and consistent record of the Ontario Secondary School credit courses successfully completed by the student.

Schools are required to provide a complete record of a student's performance in Grade 11 and 12 courses. Under this requirement, both successful and unsuccessful attempts at completing Grade 11 and 12 courses will be recorded on the OST.

The OST will include:

- All Grade 9 and 10 courses successfully completed by the student with percentage grades obtained and credits earned.
- All Grade 11 and 12 courses completed **or attempted** by the student, with percentage grades obtained and credits earned.

**Note:** Students must note that if they wish to withdraw from a course, the official course change form, which can be obtained in Student Services, must be completed and **approved by the fifth day following the issue of the midterm report card**. Withdrawals after this date will be reflected on the transcript as a "W" and the mark obtained at the time of the withdrawal.

Also, when a course is repeated for the purpose of obtaining a higher mark, both marks will be recorded on the OST, even if the second mark is lower.



## ***Access to the Ontario Student Record (OSR)***

An Ontario Student Record (OSR) file is maintained for each student. The record is a compilation of a student's progress and achievement through school. A student and his/her parents may have access to the student's OSR. For more information about the OSR or access, please contact the Student Services Department.

## ***Outlines of the Courses of Study and Policy Documents***

For individual outlines of courses of study please contact the principal. Ontario curriculum policy documents can be found at:

<https://www.dcp.edu.gov.on.ca/en/curriculum#secondary>

## **School Code of Conduct**

The Ontario Code of Conduct and the CIA Code of Conduct, which reflects the Ontario Code, sets clear standards of behavior for staff, students, parents, volunteers and visitors to the school. The CIA Code of Conduct applies whether on school property, on school buses or while on school related activities or trips.

All students of Caribbean International Academy and their parents receive the CIA Code of Conduct during the first days of school through Home Form. The Code is reviewed as part of the homeroom program and then sent home for parental reading. Parents and students are requested to sign the acknowledgement form and return it to school for filing.

## ***Plagiarism***

According to Webster's New World Dictionary, to plagiarize is to "take the ideas, writings, etc. from another and pass them off as one's own" (570). When you do this, you are committing a form of academic dishonesty. In actuality, plagiarism is a type of stealing. The person whose ideas or sentences you are passing off as your own has worked hard to write down his or her ideas. If you just copy another's work, you are not really working at all, you are not learning anything, you are not processing the information in any way. In fact, you are just copying. Teachers want you to do more than that in your research papers. They want to know that you have processed the information in some way. To show them that you understand the material, you want to put the ideas that you are learning into your own words. You can do this by summarizing or paraphrasing the material. To further avoid plagiarism, you will also want to document where you found your information.

Examples of plagiarism are:

- Buying a paper from a research service or term paper mill.
- Turning in another student's work without that student's knowledge.
- Turning in a paper a peer has written for the student.
- Copying a paper from a source text without proper acknowledgment.
- Copying materials from a source text, supplying proper documentation, but leaving out quotation marks.
- Paraphrasing materials from a source text without appropriate documentation.

- Turning in a paper from a "free term paper" website

### **The penalties imposed:**

1. All cases of suspected plagiarism will be investigated, and, where the work of one student clearly has been used by another in an attempt to deceive the teacher, both the student who does the copying and the person whose work is copied will receive **ZERO MARKS** for that item of assessment.
2. Similarly, any submitted work that contains unacknowledged blocks of text from published works (including web-based sources) in an attempt to deceive will receive **ZERO MARKS**.
3. In all cases above, we will consider invoking CIA disciplinary procedures, which can lead to the plagiarism being recorded on a student's academic record, and, in extreme cases, to withdrawal from the course and loss of credit.

If you have any questions about a specific paper, sources, footnotes, references, etc., please discuss it with your teacher before submitting any assignment for assessment.

### ***Policy on Late and Missed Assignments***

The following points below describe both the policy and the procedure for late and missed assignments.

At the beginning of each Semester the teachers of each course will stress upon students the importance of submitting assignments for evaluation and the consequences for students who submit assignments late or fail to submit assignments. Parents will also be informed by an outline of this procedure on the Course Outline.

Teachers on an individual basis with their students will take the responsibility to motivate and facilitate completion of work and demonstration of learning and, where appropriate and possible, allow for additional and/or alternate opportunities to do so. It is also the teacher's responsibility, preferably in collaboration with students, to establish deadlines for the submission of assignments for evaluation and clearly communicate those deadlines to students and, where appropriate parents.

Through discussions between teachers and the principal at or before Promotion Meetings we will ensure that mark deduction will not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement.

At the beginning of each semester teachers will communicate to students the effect of failure to submit one or more assignments on the percentage mark for the report card. Teachers will share their procedure with the principal during the review of their long range plans for consistency across the school.

**Note:** Assigning a zero is an indicator that the student has not provided any evidence of his or her learning. Therefore, a zero may be used as a placeholder during assessment for learning and assessment as learning. A zero provides an opportunity for the teacher to discuss with the

student and parent the student's obligation to provide evidence of learning and for the student to be responsible for his or her learning. A zero **may** also be used to assign value to student work where the student has plagiarized or cheated until the student has demonstrated his or her learning.

## **School Services and Resources**

CIA has both a Library Resource Center and a Computer Lab to support the academic work of students. Both sites are internet connected for the purpose of research. As well, the Library Resource Center has its own web site allowing access from home to a worldwide virtual library. Both these resources are open daily for the use of students.

### ***Student Services:***

#### **The CIA Career Centre**

The CIA Career Centre provides students with the opportunities to explore post-secondary programs and career options. Through print materials, computer software programs and guest speakers, students are able to access program and career descriptions, admission requirements, costs, employment trends and career interest assessments.

### **Course Changes: Policies and Procedures**

Students wishing to change a course should consult with their guidance counsellor. Some changes will only be allowed in the first two weeks of the semester.

## **Intramural and Extracurricular Programs**

CIA intends to offer extracurricular/intramural programs throughout the year. As the Academy grows over the next few years, so will the number of programs offered.

The program for this school year may include some of the following.

#### **Arts**

Music, Choral Work, Dance, Drama Club, Visual Arts

#### **Athletics**

Cross Country Running, Soccer, Basketball, Swimming, Tennis, Hiking, Triathlon Team, Yoga/Fitness, Volleyball, and Golf

#### **Clubs**

Student Council, Year Book, Science Club, Math Club, and Cooking

Other extracurricular activities will be added based on availability and student interest and teacher expertise and availability. Activities for a fee are advertised and also offered throughout the year.

## Attendance

Students are expected to be in class each day other than when excused for illness or for a school related activity.

Attendance is taken in Home Room classes every day and reported to the office.

### **For any discrepancies of student attendance of any kind, the following notes apply:**

- a) Parents are to inform the office about absences due to illness by phoning the school (545-3871) or through the CIA website [ciaschool.com](http://ciaschool.com)
- b) All students returning from illness are required to bring a signed note to give to their Home Room teacher, unless a parent/guardian has called the school.
- c) Students who forget notes will be asked to bring one on the next day.
- d) Students leaving school for any reason during the day must bring a note for their teachers and before they leave, write their name and requested details in the Sign In/Sign Out book in the academic office. Students signing out must speak to the principal or vice principal.
- e) If students become ill during the day, they should report to the office and someone there will help.
- f) Regular attendance at school is required. *Prolonged absence from secondary credit courses may result in student withdrawal from a course, or failure, or the inability to assess a student adequately.*
- g) All students are required to attend assemblies as part of the school day.
- h) Students in grades 9-12 are expected to be in Home Room class by 9:00am in the morning. Students in grades 4-8 are expected to be lined up outside their classroom ready to enter by 8:15 am. Grade 1, 2 and 3 students meet their teacher in the cafeteria area.
- i) Any student who is asked to leave a class by a teacher for any reason (dismissal from class) must report immediately to the administrative office.
- j) All exams are to be written on the day and the time they are scheduled on the exam timetable. Do not schedule vacations during these dates. Exceptions will be made for bereavement and illness. A doctor's certificate will be required for missed exams due to illness. Parents should call the school before the exam to inform the office of a medical problem.
- k) Students who miss tests or class presentations for legitimate reasons are required to write make up tests or do the presentation upon their return to school or as directed by the teacher.

## Ontario Secondary School Diploma Planning Chart

	Year 1	Year 2	Year 3	Year 4
<b>Compulsory Credits (15)</b>	English Math Science Geography French Art Phys. Ed.	English Math Science History Civics (0.5) Career Studies (0.5)	English  Mathematics	English
<b>Additional Compulsory Credits (1 from each)</b>	<ul style="list-style-type: none"> <li>• 1 additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education</li> <li>• 1 additional credit in health and physical education, or the arts, or business studies, cooperative education</li> <li>• 1 additional credit in science, or technical education, or cooperative education</li> </ul>			
<b>Optional Credits (min. of 12)</b>	<b>This section allows the student to personalize his/her program</b>			
<b>Ontario Secondary School Literacy Test</b>	<ul style="list-style-type: none"> <li>• to be taken in Grade 10</li> <li>• Must pass in order to graduate</li> </ul>			
<b>Community Involvement</b>	<b>In addition to their 30 credits, all students must complete 40 hours of unpaid community involvement before graduating. The school will provide record-keeping guidelines and forms.</b>			

## Course Offerings at CIA

The following pages provide brief course descriptions for the Grade 9, 10, 11 and 12 Programs. Please note that not all courses are offered each year at CIA. Detailed Course Outlines for the following courses are kept on file in the office. Parents are invited to request copies of course outlines at any time.

For a complete list of curriculum expectations for each course offered at CIA (and all courses offered in the Province of Ontario) please visit the [Ministry of Education Website](#).

The Ministry expectations are available in both English and French.

### **Grade 9 Courses**

#### **ADA10 Dramatic Arts, Grade 9, Open**

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

**Prerequisite:** None

#### **AVI10 Visual Arts, Grade 9, Open**

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

#### **BTT10 Information and Communication Technology in Business, Grade 9, Open**

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

**CGC1D Issues in Canadian Geography, Grade 9, Academic**

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

**Prerequisite:** None

**ENG1W English, Grade 9, De-streamed**

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

**Prerequisite:** None

**FSF1D Core French, Grade 9, Academic, Level 1**

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

**FSF1O Core French, Grade 9, Open**

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

**Prerequisite:** None

**GLS1O Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open**

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

**Prerequisite:** None

**LWDBD/LWSBD Dutch/Spanish, Grade 9, Academic, Level 1**

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

**Prerequisite:** None

**MTH1W Mathematics, Grade 9, De-streamed**

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

**PPL1O Healthy Active Living Education, Grade 9, Open**

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

**SNC1W Science, Grade 9, De-streamed**

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

**Prerequisite:** None



## **Grade 10 Courses**

### **ADA20 Dramatic Arts, Grade 10, Open**

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

### **AVI20 Visual Arts, Grade 10, Open**

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

### **AWQ20 Digital Photography, Grade 10, Open**

This course will develop student's artistic skills by introducing them to photographic technologies and processes. Students learning will include the analysis, appreciation and production of photographs using traditional and emergent technologies (computers, digital cameras, and scanner). This course encompasses a studio/lab program that focuses on a balance between creativity and technique.

**Prerequisite:** None

### **BBI20 Introduction to Business, Grade 10, Open**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

**Prerequisite:** None

### **CHC2D Canadian History since World War I, Grade 10, Academic**

This course explores social, economic, and political developments and events and their impact on the lives of different 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

**CHC2P Canadian History since World War I, Grade 10, Applied**

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an 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 the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

**Prerequisite:** None

**CHV2O (0.5) Civics and Citizenship, Grade 10, Open**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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

**ENG2D English, Grade 10, Academic**

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:** English, Grade 9, De-streamed, ENG1W

**ENG2P English, Grade 10, Applied**

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

**Prerequisite:** English, Grade 9, De-streamed, ENG1W

**FSF2D Core French, Grade 10, Academic**

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

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

**GLC20 (0.5) Career Studies, Grade 10, Open**

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

**HIF20 Exploring Family Studies, Grade 10, Open**

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

**Prerequisite:** none

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

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations 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:** Grade 9 Mathematics, De-streamed, MTH1W

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

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and

abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** Grade 9 Mathematics, De-streamed, MTH1W

### **PPL20      Healthy Active Living Education- Grade 10**

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

### **SNC2D      Science, Grade 10, Academic**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their skills in scientific inquiry; and to understand the interrelationships among science, technology, and the environment. Students will conduct investigations and understand scientific theories related to: ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-base reactions; factors that influence weather systems; and motion.

**Prerequisite:** Grade 9 Science, De-streamed SNC1W

### **SNC2P      Science, Grade 10, Applied**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their practical skills in scientific investigation; and to apply their knowledge of science to real-world situation. Students will design and conduct investigations into everyday problems and issues related to ecological sustainability, chemical reactions, weather systems and motion.

**Prerequisite:** Grade 9 Science, De-streamed SNC1W

### **ICD2O    Digital Technology and Innovations in the Changing World, Grade 10, Open**

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

**Prerequisite:** None

**TGJ20 Communications Technology, Grade 10, Open**

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

**Prerequisite:** None

**Grade 11 Courses****ADA3M Dramatic Arts, Grade 11, University/College Preparation**

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

**Prerequisite:** Drama, Grade 9 or 10, Open

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

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

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

**BAF3M Financial Accounting Fundamentals, Grade 11, University/College Preparation**

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting.

**Prerequisite:** None

**BDP3O Entrepreneurship: The enterprising Person, Grade 11, Open**

This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of their work environments, and the challenges and rewards of becoming an

enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event.

**Prerequisite:** None

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

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

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

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

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

**CHA3U American History, Grade 11, University Preparation**

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

**CHW3M World History to the End of the Fifteenth Century Grade 11, University/College Preparation**

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. 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 social, political, and economic structures and historical forces at work in various societies and in different historical eras.

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

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

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

**ENG3U English Grade 11, University Preparation**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

**Prerequisite:** English, Grade 10, Academic

**EMS30 Media Studies, Grade 11, Open**

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

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

**EPS30 Presentation and Speaking Skills, Grade 11, Open**

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

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

**HRF30 World Religions and Belief Traditions in Daily Life, Grade 11, Open**

This course enables students to study world religions and belief traditions in local, Canadian, and global contexts. Students will explore aspects of the human quest for meaning and will examine world religions and belief traditions as exemplified in various sacred teachings and principles, rites, and passages. They will also study the interaction throughout history between society and various belief traditions, and will have opportunities to develop research and inquiry skills related to the study of world religions and belief traditions.

**Prerequisite:** None

**HSP3U Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation**

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)

**IDC30 Interdisciplinary Studies, Grade 11, Open**

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:** None

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

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, analysing, 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

**MCF3M Functions and Applications, Grade 11, University/College Preparation**

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

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

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete



and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** Principles of Mathematics, Grade 10, Academic

### **MEL3E Mathematics for Work and Everyday Life, Grade 11**

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

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

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities 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

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

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

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

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

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

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

**SPH3U      Physics, Grade 11, University Preparation**

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

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

**SVN3M      Environmental Science, Grade 11, University/ College**

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

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

**TGJ3M      Communications Technology, Grade 11 University/College Preparation**

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

**GPP3O      Leadership and Peer Support, Grade 11, Open**

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

**Prerequisite:** None

**GWL3O      Designing Your Future, Grade 11, Open**

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

**Prerequisite:** None

**DCO30      Creating Opportunities through Co-op, Grade 11, Open**

This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

**Prerequisite:** None

**Grade 12 Courses****ADA4M      Dramatic Arts, Grade 12, University/College Preparation**

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

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

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

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

**BAT4M      Financial Accounting Principles, Grade 12, University/College Prep.**

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 Prep.

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

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for

postsecondary programs in business, including international business, marketing, and management.

**Prerequisite:** None

**BDV4C Entrepreneurship: Venture Planning in an Electronic Age, Grade 12, College Preparation**

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.

**Prerequisite:** None

**CGR4M The Environment and Resource Management, Grade 12, University/College Preparation**

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

**CGW4C World Issues: A Geographic Analysis, Grade 12, College Preparation**

This course explores many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

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

**CGW4U World Issues: A Geographic Analysis, Grade 12, University Preparation**

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

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

**ENG4C English Grade 12, College Preparation**

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

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

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

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

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

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

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

**OLC4O Ontario Secondary School Literacy Course, Grade 12, Open**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

**Eligibility requirement:** Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.) This course is available by invitation only.

**HFA4C Nutrition and Health, Grade 12, College Preparation**

This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in

health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.

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

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

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

#### **HSB4M Challenge and Change in Society, Grade 12, University Preparation**

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

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

#### **HSC4M World Cultures, Grade 12, University/College Preparation**

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

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

#### **HSE4M Equity and Social Justice: From Theory to Practice, Grade 12, University/College Preparation**

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply

research skills and will design and implement a social action initiative relating to an equity or social justice issue.

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

#### **HZT4U      Philosophy: Questions and Theories, Grade 12, University**

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

#### **IDC4U      Interdisciplinary Studies, Grade 12, University Preparation**

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:** any university or university/college preparation course.

#### **MAP4C      Foundations for College Mathematics, Grade 12, College Preparation**

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

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

#### **MCV4U      Calculus and Vectors, Grade 12, University Preparation**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, 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.

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

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

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

**Prerequisite:** Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation.

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

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields.

**Prerequisite:** SBI3U

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

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

**Prerequisite:** SCH3U

#### **SPH4U      Physics, Grade 12, University Preparation**

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

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



**PPL40      Healthy Active Living Education, Grade 12, Open**

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

**Prerequisite:** None

**PLF4M      Recreation and Healthy Active Living Leadership, Grade 12,  
University/College Preparation**

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

**Prerequisite:** Any health and physical education course

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

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

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

**GLS40/GLE40/GLE3O      Advanced Learning Strategies: Skills for Success After Secondary  
School, Grade 12, Open**

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

**Prerequisite:** For GLS40 – None

For GLE40 and GLE3O – Recommendation of principal