COURSE CALENDAR

2023-2024

York International Academy
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PREFACE

This course calendar is designed to provide parents and students with information about the academic programs offered at our school.

This course calendar contains important information about the importance and value of finishing high school and essential information about the requirements of the OSSD. Also, included i s information about the school's academic terms, reporting periods, timetable and the school's expectations regarding student responsibilities, achievement and attendance.

THE IMPORTANCE AND VALUE OF COMPLETING A SECONDARY EDUCATION

It is very important that students complete a secondary education in order to have opportunities to further their education and have better and more varied career options. We are committed to reaching every student to assist them in their journey towards academic success. York International Academy (YIA) seeks to ensure that students who pass through our doors will receive the information they need to find their own pathways and careers.

 With this in mind, the Ontario government mandates students to remain in secondary school until they have reached the age of 18 or have obtained an Ontario Secondary School Diploma (OSSD). Further, the OSSD is key to gaining admission to an Ontario college or university for further educational opportunities. York International Academy (YIA) is committed to reaching every student to help him or her achieve a successful outcome from all the variety of school experience, both online and on-site, that our school can offer.

THE SCHOOL'S OVERALL GOALS AND PHILOSOPHY

> *Our mission is to support students in attaining their fullest potential by providing them with quality educational programs that lay the foundation for them to lead successful careers and lives.*

We take special care to ensure that all of our students from international backgrounds receive the specialized support and care that they need to find an equal chance at success. We teach the skills necessary to succeed in a modern, 21st Century workforce, and help those students find life skills that they will carry with them for the rest of their lives. Most international students require daily immersion in English to assist them with the transition into everyday life in Canada, and to help them achieve worthwhile academic results. YIA creates an environment in which these students are encouraged to use English as part of their normal daily routine, whether online or within the school building, and find methods with which they can build the necessary skills required to satisfy Canadian College and University English Language requirements.

A positive school climate exists when Canadian values are espoused and lived, and where a Canadian destination for those around the world can be found. A safe, welcoming environment, focused on learning and growth - this is the ultimate goal to which YIA strives.

Organization/Terms and Reporting Periods

The school academic terms/semesters for 2023/2024 are as follows:

▪ **Semester 1:** September 8 through - (each course will run for 120 minutes; 5 days per week; total - instructional days with - hours of instruction)
▪ **Semester 2:** - through February - (each course will run for 200 minutes; 5 days per week total 33 instructional days adding to 110 hours of instruction)
▪ **Semester 3:** March - to April - (each course will run for 100 minutes; 5 days per week; total 67 instructional days with 111.66 hours of instruction)
▪ **Semester 4**: May through June 30 (each course will run for 360 minutes; 5 days per -week; total 19 instructional days with 114 hours of instruction)
▪ **Summer Semester:** July 1 through August 27 (each course will run for 360 minutes; 5 days per-week; total 19 instructional days with 114 hours of instruction)

Total Instructional time	TIME	SEMESTER 1
100 min	9:00 – 10:40	PERIOD 1
	10:40 – 10:45	BREAK
100 min	10:45 – 12:25	PERIOD 2
	12:25 – 1:25	LUNCH BREAK
100 min	1:25 – 3:05	PERIOD 3
	3:05— 3:10	BREAK
100 min	3:10 – 4:50	PERIOD 4

Total Instructional time	TIME	SEMESTERS 2/3/4
200 min	9:00 – 10:40	PERIOD 1
	10:40 – 10:45	BREAK
	10:45 – 12:25	PERIOD 1
	12:25 – 1:25	LUNCH BREAK
200 min	1:25 – 3:05	PERIOD 2
	3:05— 3:10	BREAK
	3:10 – 4:50	PERIOD 2

Total Instructional time	TIME	SUMMER SEMESTER
360 min	9:00 – 10:30	PERIOD 1
	10:30 – 10:45	Break
	10:45 – 12:15	PERIOD 1
	12:15 – 1:00	LUNCH BREAK
	1:00 – 2:30	PERIOD 1
	2:30 – 2:45	Break
	2:45 – 4:15	PERIOD 1

-The school uses the provincial report cards and will distribute one midterm report and one final report within the duration of each semester.

Ontario — Ministry of Education

School Year Calendar 2023 - 2024

York International Academy

Legend ► H - Statutory Holiday | E - Scheduled Examination Day | P - Professional Activity Day | B - Board Designated Holiday | ▨ Half Day

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week M	T	W	T	F	2nd Week M	T	W	T	F	3rd Week M	T	W	T	F	4th Week M	T	W	T	F	5th Week M	T	W	T	F
August 2023					1	2	3	4	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
September 2023	18	1						1 X	4 H	5 X	6 S1	7	8	11	12	13	14	15	18	19	20	21	22 P	25	26	27	28	29
October 2023	21			2	3	4	5	6	9 H	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
November 2023	19	1	2			1	2	3 P	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29 E	30 E	
December 2023	16							1 S2	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25 B	26 B	27 B	28 B	29 B
January 2024	17	1	2	1 B	2 B	3 B	4 B	5 B	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26 P	29	30	31		
February 2024	16	1				1	2		5	6	7	8	9 P	12 E	13 E	14 S3	15	16	19 H	20	21	22	23	26	27	28	29	
March 2024	13						1		4	5	6	7	8	11 B	12 B	13 B	14 B	15 B	18	19	20 X	21 X	22	25	26	27	28	29 H
April 2024	17	1	2	1 H	2	3	4	5	8	9	10	11	12	15	16	17	18 E	19 P	22 E	23 S4	24	25	26	29	30			
May 2024	21	1				1	2	3	6	7	8	9	10	13	14	15	16	17 P	20	21	22	23	24	27	28	29	30	31
June 2024	14	1	2	3	4	5	6	7 P	10	11	12	13	14	17	18	19	20	21	24 E	25 E	26 X	27 X	28 X					
July 2024				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
TOTAL	172	7	8																									

Note: The 2023-2024 calendar provides for 195 possible school days between September 1, 2023 and June 30, 2024. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days

VIRTUAL SCHOOL CONSIDERATIONS

Format Delivery
For any courses not delivered wholly within the classroom, instruction will be delivered in a combination of synchronous and asynchorous formats. For classes delivered in real time, students are expected to log in at the designated time each day using the Google Classroom conferencing link. At times students may be asked to silence their microphones; however, their camera must be on for the duration of the class.

The synchronous format will be further enhanced with asynchronous discussions as part of homework or assessments. Asynchronous material is meant to enhance the classroom experience and not deter students from attending class. Collectively, the synchronous and asynchronous components will constitute the 110 hours required for a full credit course.

Software and Hardware Requirements
Students are expected to have their own technology that connects to the internet and can access Google Classroom, an online Learning Management System, and the video conferencing software the teacher uses. With Google Classroom, students will be able to access handouts and assignments, and also submit their work for evaluation. Conversations and observations will take place virtually through Google Classroom or other means such as Zoom, etc.
Learners participating in on-line courses should have access to hardware that meets or exceeds the following standards. Students with access to equipment that does not meet these standards may experience slow interactivity; limited interactions and/or long wait periods for file downloads.

   -Recommended Desktop Standards: PIII, 256 MB, Macintosh G3, or better (minimum: P II 128MB)
   -Operating Systems: Windows 10; iOS 11; Android version 6 or higher
   -Browsers: Chrome (latest version); Safari versions 10 and 11; Firefox (latest version);
       Edge for Windows 10.
   -Adobe Acrobat Reader 8 or better
   -Windows Media Player 9
   -A DSL or better connection to the Internet.
   -Speakers
   -Monitor (screen resolution 800 x 600, 16 bit colour) or better
   -A typical Office suite of applications; specifically, a word processor application, spell checker,
       and a spreadsheet application are mandatory
   -Math students are encouraged to use a scanner to submit handwritten assignments rather than
       typing up their math assignments
   -Students taking English courses will need access to a microphone connected to their
       computer
   -Data Transmission Standards: TCP/IP
   -Minimum Bandwidth Standards Single Computer: modem. LAN - Switched 10/100 Mb

SAFE SCHOOL POLICY

> **The school is committed to creating a learning environment that is inclusive, respectful, caring, safe, positive, and that enables all students to reach their full potential and achieve their academic aspirations.**

Guiding Principles:

We believe that positive school climates exists when all members of the school community feel safe, included and accepted and treat and approach other members positively with respect and dignity.

- The code of conduct is established for all members of the school community. The code of Conduct will be reviewed annually by administrators, teachers and students.
- We are committed to addressing bullying, cyber-bullying, discrimination, harassment, gender-based violence and violence in any form. Aggressive behavior is unacceptable. The possession, use or threat to use of any object to injure another person is strictly forbidden and will result in immediate expulsion. The school has zero tolerance towards members of the school community who jeopardize the safety of others and those who are in possession of weapons or dangerous items. Law enforcement may be involved in such situations.

CODE OF CONDUCT

We strive to create a safe learning and teaching environment. All students, teachers and other staff have the right to be safe and feel safe in the school community. School rules are designed to maintain a safe learning environment conductive to teaching and learning. School rules apply to campus, field trips and school-sponsored events. The Code of Conduct sets out clear expectations for behavior.

Students are expected to:

- be punctual and attend all classes
- behave in a respectful manner and be considerate at all times ▪ demonstrate honesty and integrity
- demonstrate responsibility for learning, choices and actions
- maintaining personal cleanliness, neatness and general grooming
- respect diversity and respect the multicultural heritage of our school community ▪ respect the school's and the personal property of others
- use appropriate language

Tardiness

- Students must arrive to school on time

End-of-Day Dismissal

- Staying on school premises during after-school hours is not permitted unless they are involved in a co-curriclulur activity.

Absenteeism

- Class attendance is compulsory except in the case of illness.

Dress and Appearance

- Students are expected to wear clothing that is considered appropriate for school.

Class Preparation
- Students should come to class prepared with the required learning materials.
    - Students should pay attention in class and should not disrupt the learning process or classroom activity

Cleanliness/Tidiness
    - Students should dispose their trash in the appropriate waste bins and not on the floor or classroom desks
    - Students should keep the areas around their desks clean and tidy ▪
Students should keep the areas on their lockers clean and tidy
    - Students should not write on or scratch their desks or chairs or walls. This act is considered vandalism and will result in consequences

Inappropriate display of affection
    - Students should refrain from public display of affection which is deemed unfitting or inappropriate in school

Electronic Devices
    - Students are prohibited from using their personal electronic devices during lessons unless for educational purposes and under teacher direction.

Academic dishonesty
    - Student cannot engage in academic dishonesty and any act of cheating
    - Providing false documents such as fraudulent transcripts and test scores is a serious offense and may result in expulsion

Serious Offenses and Law Enforcement Involvement
Certain serious offenses may be reported to law enforcement authorities and students may be subject to the consequences thereof. Such offenses include but are not limited to
    - Assaulting and injuring others ▪
Committing sexual assault

Prohibited Substances
    - Possessing, consuming, distributing or selling alcohol, prescription and non-proscription drugs and illegal substances is a serious offense and will result in the student being expelled.
    - Possession of dangerous items and weapons is a serious offense and will result in the student being expelled.
    - Presence in the school or in school functions under the effect of alcohol or illegal substances is a serious offense and will result in the student being expelled. Use of alcohol under the age of 19 is prohibited by law in Ontario.

Dangerous Items
    - Possessing or using dangerous items and/or jeopardizing the safety of others ▪
Using weapons and dangerous items

DISCIPLINARY CONSEQUENCES

Consequences for inappropriate behaviors may be discretionary – including decisions around warnings, suspensions and expulsions. In this way, personalized solutions will be reflectively undertaken with consideration for the unique individuals and circumstances involved. All offenses that result in warnings, withdrawal, suspensions and expulsions are documented.

Warning	Warning letter is issued
Withdrawal	The student is withdrawn from the course
Suspension	Students may be suspended internally or externally from school
Expulsion	Students may be expelled from the school. Any student expelled from the school will not be admitted to the school again

ACADEMIC PERFORMANCE
Expectations regarding achievement and attendance

Students are expected to be committed to the necessary work habits and attitudes that will ensure academic success. Students who do not meet academic performance requirements will be informed and supported to improve. It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for cheating, plagiarizing, not submitting work, submitting work late or missing examinations.

ACADEMIC HONESTY POLICY

The school views plagiarism and cheating as serious offenses.
Cheating
Cheating in the context of assessment and evaluation is practicing dishonesty or act unfairly in order to gain an advantage in an assessment or examination. Examples include but are not limited to:
- Copying another student's work on a test or any other assessment
- Unauthorized use of electronic devices to obtain answers during an evaluation ▪
Bringing unauthorized notes or study materials into an evaluation
- Submitting forged documentation

Plagiarizing
Plagiarism is defined as the "use of close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work" (Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, Grade 1- 12, 2010, p. 151). Plagiarism includes handing in a research project, paper, essay, statistics, lab results, artwork or any other work, written by anyone other than the person handing in the work, without giving credit to its original author.
Examples include but are not limited to:
- Copying and pasting from the internet (Copying verbatim in whole or in part from a website) ▪
Turning in another student's work
- Turning in work that was not written by the student himself/herself
- Copying a paper from a source text without properly acknowledging the source ▪
   Paraphrasing materials from a source text without appropriate documentation

To ensure a full understanding of academic honesty students are expected to:
- Understand the seriousness of academic dishonesty and plagiarism
- Become familiar with how to properly cite the work of others
- Ask your teachers about actions that constitute plagiarism
- Ask for assistance when needed
- Ensure that all work submitted is original with sources cited accurately and consistently

Consequences of Cheating and Plagiarism

If a case is suspected, teachers must first consult with the principal before investigating. When academic dishonesty is detected the teacher will inform the school principal. The teacher and the principal will investigate the alleged cheating/plagiarism, and consider all factors and extenuating circumstances. Following the discovery of proof that a student has plagiarized a work, the student will have a meeting with both the teacher and the principal. If plagiarism/cheating are confirmed then there are severe and potentially permanent consequences for a lack of academic integrity:

- loss of credibility (reputation);
- mark penalty up to 100% (awarded zero) on the assessment in question;
- other staff members are alerted.
- repeated instances may result in loss of credit

Homework

At YIA, we believe that both in-person and online classroom instruction is invaluable as is the experience and knowledge of the instructor. Students learn best through feedback by their teachers and peers engaged in stimulating learning opportunities through many forms of interaction, including online, but always facilitating conversation. It is for this reason, that students engage in the learning process - both in person and online. However, there may be times teachers will require students to extend their learning beyond any type of classroom environment. Homework is a viable option for teachers to provide students with the opportunity to reflect on the material covered in the units and discussions, re-evaluate their efforts and output, make corrections to discovered errors, research new questions and ideas to explore, and prepare for future planned learning. Further, students may use homework to better catch up with incomplete classwork or prepare for assessments of learning.

Deadlines: Late and Missed Assignments

One of the most crucial skills that educators are tasked with imparting is time management. Our teachers will work with students to effectively plan and execute all assessments so that students develop effective time management skills. If a student misses a deadline, the teacher will communicate with that student and help them take steps to remedy the situation. Further consequences, up to and including late deductions may also be used. Our goal is not to be punitive, but instead discourage students from avoiding their work and being inundated by subsequently assigned work. Should a student be able to provide a note from a medical practitioner excusing the missed deadline, the teacher will take this into consideration and decide if an extension will be granted without penalty, until a revised deadline is agreed upon. Late and missed assignments will be noted on the report card representing a student's development of learning skills and work habits. As per the Growing Success document, the penalties awarded for late assignments will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.

Acceptable Use Policy

Students are expected to use their devices in a manner that benefits their educational experience and will not distract them, from achieving their daily learning goals. Any resources provided by YIA digitally for the purpose of instruction and classroom learning will be the sole proprietorship of YIA and must not be misrepresented in or out of the classroom, nor used for any personal gain. YIA retains the right to investigate students' personal devices if there is reason to believe that the technology is being misused as delineated in this policy. The following is an extensive list, but not exhaustive, of the activities that constitute a breach of YIA's Acceptable Use Policy. It is a violation of YIA's policy to:

- access YIA's information or accounts without authorization
- use another individual's information technology account with or without the individual's permission
- grant another individual access to one's   own information technology account by

sharing a password or by any other means
- use IT Resources to intentionally interfere with the work of other students, faculty members or YIA officials
- access, create, publish or communicate information that is obscene, pornographic, abusive, defamatory, derogatory, threatening, violent or harassing via email or world-wide web information pages
- display, transmit, distribute or make available information that expresses or implies discrimination or an intention to discriminate
- use IT Resources to intentionally interfere with the normal operation of IT Resources including, but not limited to, flooding the network with messages, sending chain letters or pyramid solicitations, spreading viruses, etc.
- use, disclose, copy, modify or delete information stored on IT Resources without authorization
- use IT Resources for personal commercial or financial gain or for political causes
- gather other individuals' personal information under false pretenses or for unlawful gain

While enrolled with YIA, students engaging in social networking with the intent to publish information on the internet, must abide by the above rules. YIA strictly prohibits the following activities:
- Publishing any YIA information on social networking or the Internet that is confidential and has not been approved for public disclosure
- Implicitly or explicitly giving the impression that comments, opinions, statements made on social networking or the Internet represent the views/beliefs/stance of YIA without prior approval from YIA
- Publishing comments, opinions or statements that are likely to adversely affect YIA's reputation or otherwise affect its ability to achieve its mandate
- Publishing comments, opinions or statements that are likely to interfere with employees' or students' rights

Note that publishing information on social networking that can only be accessed by a limited number of people is still "publishing" under this Policy.

ATTENDANCE POLICY

The Ministry of Education stresses that schools must address attendance and absenteeism in credit courses—regular attendance is critical for the student's learning and achievement of course expectations. Credit courses require 110 hours of scheduled class and instructional time. Significant absences from class would seriously impact on the ability to meet course expectations. Class attendance is compulsory except in the case of illness. Credits can be lost in the case of frequent absence for other than medical reasons. Punctuality for all classes is expected at all times. Parents of YIA students under the age of majority will also be informed of login and attendance expectations when courses begin should their courses be online, as well as timelines for completion of activities where appropriate.

YIA defines synchronous attendance as participation with camera and microphone turned on in an online discussion taking place using course software such as Google Classroom. Alternatively, this could also be defined as physical attendance in a classroom where learning takes place face-to-face with their teacher. Asynchronous attendance is defined as students who have logged into the course website and are participating in, completing, and submitting assignments in the online course portal. Students may set their own pace to complete coursework, and are considered to be present if classwork is properly submitted within the given time frame to complete the course. A "class" is defined as the scheduled synchronous time that students will work with teachers concurrently.

▪ Teachers will maintain a daily attendance record of synchronous classes. Lateness
will also be recorded
▪ Students who are absent and who have not notified the school will be contacted
▪ Students will receive warning letters after the 5th absence.

- Being absent more than 20% from a course may result in the student being withdrawn from the course and a withdrawal may be indicated on their transcript.
- All students absent from any examinations including midterm and final exams will lose credit on these examinations unless the student presents a valid medical report from a certified medical doctor indicating the reason for his absence. The submitted documents are approved by the principal.
- Students with a history of absenteeism may be placed on probation.
- If a student's frequent absences are jeopardizing successful completion of a course then parents will be notified about possible consequences and discuss steps to improve attendance. Parents/guardians will be notified via email and phone in case they cannot attend the meeting.

Parent(s)/Guardian(s)/Students Responsibilities:
- If a pupil is absent or late for any reason, the parent(s)/guardian(s) must contact the school immediately and report the reason for the absence.
- If the school is not informed about the absence, the school Principal will make attempts to contact the parent(s)/guardian(s) to determine the reason for the absence.
- The Principal may request an external confirmation for absences (e.g., medical note, travel verification, etc.)

ASSESSMENT AND EVALUATION

We believe that all students are entitled to equitable assessment and evaluation that is authentic and comprehensive. We ensure that assessment and evaluation principles are in accordance with Ministry guidelines based on Growing Success document, 2010.

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

To ensure that assessment, evaluation, and reporting are valid and reliable and that they lead to the improvement of learning for all students, teachers use practices and procedures that:
- are fair, transparent, and equitable for all students;
  - are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

EVIDENCE OF STUDENT ACHIEVEMENT FOR EVALUATION

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a "grade" which is a value to represent that quality. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning. Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.

Final Examination/Course Culminating Procedures

The final examination/evaluation of a credit course will account for 30% of the total mark. The final exams are written at the end of the academic semester. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Proctoring: If the student cannot arrive at the school building to take their final exam due to distance or other circumstances, the final exam is written under the supervision of an impartial individual known as the Proctor. The student is responsible for selecting a Proctor and submitting an application to the office 3 weeks in advance of their intended exam date. The application is then reviewed by the school principal and the student is notified regarding the status of their application. If approved, the Proctor is sent the exam documents via e-mail. In order to ensure the integrity and security of the final exam, the Proctor must meet the following criteria in order to be approved:
• Must have a professional University degree and a be a working Professional;
• Must provide a business e-mail address for correspondence purposes; generic e-mail addresses (gmail, Yahoo, etc.) are not permitted;
• Cannot be a neighbour, friend or tutor, or anyone related to the student (This requirement will be waived by York International Academy until such time as COVID-19 protocols allow for more unrestricted travel).

Students will inform the school in advance of their proctor using a form; they must write their examinations and must be prepared to travel to the destination agreed upon between the proctor and student.

Arrival: Students are expected to arrive at the designated examination centre a minimum of 30 minutes before their exam and bring appropriate ID that identifies them clearly to their proctor.

Absence: Students missing an examination due to illness, bereavement or a court appearance must notify the school immediately. Students must provide verification by the appropriate authority (i.e. illness requires a doctor's note). Failure to produce a suitable certificate may result in a mark of zero. The school may verify information on medical certificates and statements. Students may be required to write the missed exam at a later date to be determined by the principal in consultation with the subject teacher and/or proctor.

Vacation time, employment and appointments must not be planned during the scheduled exam period. All exams must be written at the scheduled time and place.

Lates: Students who are late to an exam must report directly to the proctor and will be given only the time remaining on the examination in progress. Students who arrive after an examination is completed will NOT be permitted to write the examination and a mark of "0" will be assigned.

Further details will be provided to all students prior to the allotted examination days.

THE FOLLOWING ARE APPLICABLE FOR ALL CREDIT COURSES OFFERED

- **Course Outlines & Student Access:** Students will be provided with course outlines at the commencement of each course.
- Students may access Ontario School curriculum documents and policies through the Ministry of Education website at **http://edu.gov.on.ca/eng/secondary**
- **Course codes on the ministry website and Course Descriptions and Prerequisites:** http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf
- **Assessments**: Assessment is based on a combination of class work, assignments, demonstrations, projects, performances, tests and final examinations.
- **Course Withdrawals:**
  - o Withdrawals from Grade 9 and 10 courses are not recorded on the OST.
  - o If a student withdraws from a Grade 11 or 12 course within five instructional days following the mid-semester date, the withdrawal is not recorded on the OST. If a student withdraws from a course after five instructional days following the mid-semester date, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

THE REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

It is very important that students complete a secondary education to have opportunities to further their education and have better career opportunities. We are committed to reaching every student to help them achieve a successful outcome from the secondary school experience.

In Ontario, it is a requirement to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD)

THE ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

The requirements for earning an Ontario Secondary School Diploma (OSSD) under OS are as follows:
- ▪ students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits; ▪ students must meet the provincial secondary school literacy requirement; and
- ▪ students must complete 40 hours of community involvement activities.

ONTARIO CREDIT SYSTEM

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 percent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course in accordance with the policy outlined in the curriculum policy documents.

COMPULSORY CREDITS (TOTAL OF 18)

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

COMPULSORY CREDITS (TOTAL OF 18)

4 credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

3 credits in mathematics (at least 1 credit in Grade 11 or 12)

2 credits in science

1 credit in the arts

- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

1 credit in Canadian geography (Grade 9)

1 credit in Canadian history (Grade 10)

1 credit in French as a second language

- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

1 credit in health and physical education

0.5 credit in career studies

0.5 credit in civics

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

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

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

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

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

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

http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf (page 61)

OPTIONAL CREDITS (TOTAL OF 12)

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

Ontario Online Learning Requirements
Online learning graduation requirement is also found here: https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-167

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

THE SECONDARY SCHOOL LITERACY GRADUATION REQUIREMENT

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

Students who do not successfully complete the Ontario Secondary School Literacy Test (OSSLT) will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

Students who do not successfully complete the OSSLT will 50have additional opportunities to meet the literacy graduation requirement through taking the Ontario Secondary School Literacy Course (OSSLC). A student may join the OLC4O course only after the school receives the OSSLT results.***In the 2023-2024 school year, York International Academy will adhere to all new Ministry of Education rules regarding the process for being selected for the OSSLC. Since in 2023-2024, it is not mandatory for students to enroll in the OSSLT before entering the OSSLC, York International Academy will use professional judgment on a case-by-case basis to determine eligibility for OSSLC, using all appropriate Ministry standards.**

THE ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT. Students who pass the course are considered to have met the literacy graduation requirement.

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy.

Students who are English language learners may be entitled to special provisions such as extra time.

Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. For example, students who are English language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test.***In the 2023-2024 school year, York International Academy will adhere to all new Ministry of Education rules regarding the process for being selected for the OSSLC. Since in 2023-2024, it is not mandatory for students to enroll in the OSSLT before entering the OSSLC, York International Academy will use professional judgment on a case-by-case basis to determine eligibility for OSSLC, using all appropriate Ministry standards.**

Deferrals of the Test

Deferrals are intended for students who have not yet acquired a level of proficiency in English to successfully complete the test. Such examples could include some students who have been identified as exceptional; students who are registered in English as a second language/English literacy development (ESL/ELD) courses; and students who were not successful in acquiring the reading and writing skills appropriate to Grade 9. Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances. Documentation must be submitted to the principal of the school in such cases.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows. YIA does not grant the OSSC.

   7 required compulsory credits
   ▪ 2 credits in English
   ▪ 1 credit in mathematics ▪
   1 credit in science
   ▪ 1 credit in Canadian history or Canadian geography ▪
   1 credit in health and physical education
   ▪ 1 credit in the arts, computer studies, or technological education 7
   required optional credits
   ▪ 7 credits selected by the student from available courses

THE CERTIFICATE OF ACCOMPLISHMENT

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school.

Students who return to school to complete additional credit and non-credit courses will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements. YIA does not issue a certificate of accomplishment.

SUBSTITUTIONS FOR COMPULSORY CREDIT REQUIREMENTS

In order 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.

The school follows the Ministry guidelines and limitations on substitutions for compulsory credits. Each substitution will be noted on the student's Ontario Student Transcript.

THE DEFINITION OF A CREDIT

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. In granting credits, the Principal shall ensure: that the following conditions have been met and fulfill the intention of this definition of a credit:
▪ The course has been developed from a Ministry of Education curriculum guideline or has been approved by the Ministry.
▪ The amount of work expected in the scheduled time and the evaluation of student achievement were both significant components of the course.

▪ The course required the satisfactory completion of an amount of work at a level that could reasonably be expected of the students for whom it was planned.
▪ The Principal, on behalf of the Ministry of Education, grants the credit.

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 percent or higher) of a course that has been scheduled for a minimum of 110 hours.

SECONDARY SCHOOL COURSES IN THE ONTARIO CURRICULUM

Secondary school courses in the Ontario curriculum are organized by discipline, grade, and course type. Course types offered in Grades 9 and 10 (academic and applied courses, open courses) differ from those offered in Grades 11 and 12 (destination-related courses, open courses)

In the current Ontario curriculum, there is a clear distinction between applied and academic courses in Grades 9 and 10, as well as among the various destination courses in Grades 11 and 12. Open courses in Grades 9 to 12 are also distinct from other course types. Depending on the subject and/or discipline, students may earn credit for the successful completion of more than one course in the same subject at any given grade level.

COURSE TYPES

Grade 9 and 10 Courses

The following four types of courses are offered in Grades 9 and 10

Academic courses	develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
Applied courses	focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
Open courses	comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

Destreamed courses refer to new standards set after the 2021-2022 school year which reflect changes to the Ontario curriculum. This is meant to eliminate all forms of discrimination, and therefore all Grade 9 credits will eventually carry the "W" designation to indicate the course (For example MTH1W) is a destreamed course, losing it's academic and applied designations.

Grade 11 and 12 Courses

The following five types of courses are offered in Grades 11 and 12	
College preparation courses	are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs
University preparation courses	are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
University/college preparation courses	are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
Workplace preparation courses	are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.
Open courses	comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind

HOW TO READ A COURSE CODE EXPLANATION OF COURSE CODING SYSTEM

The 6 character course codes are interpreted as follows:

The first three alphabetic characters identify the subject and may further describe that subject. The first numeric character identifies the grade level: 1 - Grade 9, 2 - Grade 10, 3 - Grade 11, 4 - Grade 12. The fifth character identifies the level of difficulty of the course (D - Academic, P -Applied, O - Open, U - University, M - University/College, W - Destreamed). The last numeric character is for school use.

Examples: ENG3U - English, Grade 11, University Preparation

MPM1D - Mathematics, Grade 9 Academic

AMI4M - Music, Grade 12, University/College Preparation

Course codes are designed to accurately record the courses a student successfully completes in secondary school. The course code indicates the following:

▪ Subject area
▪ Grade level
▪ Instructional level

(First 3 Letters) Subject/Course Grade	Instructional Level
Gr. 9 - 1	P - Applied (gr. 9 & 10)
Gr.10- 2	D – Academic (gr. 9 & 10)
Gr.11- 3	O - Open (gr. 9-12)
Gr.12- 4	U – University Preparation (gr. 11 & 12)
	C – College (gr. 11 & 12)
	M – University/College (gr. 11 & 12)
	E - Workplace Preparation
	W - Destreamed (gr. 9)

Example:

ENG4U

ENGLISH-Grade 12- University Preparation

COURSE PREREQUISITES*

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment.

All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information about prerequisites. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In 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 Ontario Curriculum, Grades 9 to 12: Course Descriptions and Prerequisites (2018)
http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf

PROCEDURES FOR STUDENTS WHO WISH TO CHANGE COURSE TYPES

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar.

In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course. In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

Reach-Ahead Policy
Under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of York International Academy to "reach ahead" to take secondary school courses, either during the school year or in the summer prior to entering Grade 9.
The elementary school representative and the principal of York International Academy will decide, on a case-by-case basis, whether "reaching ahead" to take a secondary school course is in the best interest of the student. The principal of York International Academy will assume responsibility for evaluating the student's achievement and for granting and recording the credit.
Students in Grade 8 may also have the opportunity to reach ahead to start earning community involvement hours prior to entering Grade 9. Students who are eligible may contact York International Academy for review of their case.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits.
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 course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

DIPLOMA REQUIREMENTS FOR STUDENTS TRANSFERRING INTO AN ONTARIO SECONDARY SCHOOL

For regular day school students who are transferring from homeschooling, a non-inspected private school, or a school outside of Ontario, the Principal will grant equivalency credits for placement purposes through the Prior Learning Assessment and Recognition (PLAR) process, based on the evaluation of the student's previous learning. Equivalency credits will be recorded on the student's Ontario Student Transcript.

The Principal 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. The credit equivalency total and the number of compulsory credits included will be entered on the student's OST. Students will have to meet the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities the student will have to complete

The Principal will use the following table as a guide to determine the number of credits and additional graduation requirements that a student must complete to qualify for the Ontario Secondary School Diploma.

Requirements to qualify for the OSSD, where the student has normally completed:

	Grade 9	Grade 10	Grade 11	More than Grade 11
Number of years successfully completed in a secondary school program	1	2	3	more than 3
Minimum number of credits, in total, still to be earned towards the OSSD	22	14	7	4
Minimum number of compulsory credits still to be earned and requirements to be met:				
• English	3	2	1	1[a]
• mathematics	2	1	0	0
• science	1	0	0	0
Literacy graduation requirement	Required	Required	Required	Required
Community involvement[b]	40 hours	–	–	–

a. The compulsory English credit for Grade 12 is required if its equivalent has not already been earned.
b. The principal will determine the number of hours of community involvement required for students who have successfully completed two or more years in a secondary school program.

Note: YIA does not offer PLAR for challenge. Should extenuating circumstances present themselves, the student may present his/her case to the principal for consideration.

Factors the principal will consider when making a decision for the PLAR:

Even though a student may identify themselves as English speakers, their understanding and production of standard English may be affected by the way English is used in their own language communities. As a result, students may not have the English language proficiency to successfully take courses at their grade level regardless whether they satisfy the equivalency. For example, a student having completed grade 10 in their home country may receive up to 16 equivalencies and satisfy the pre-requisites for many grade 11 courses. However, the principal may advise and/or place the student in courses that best suits his/her academic and language development to be successful at higher level courses, and therefore, may not grant certain equivalencies (i.e. English courses taken in the student's home country).

After appropriate assessment, the principal, in consultation with staff, will give the student and parents his/her professional opinion and rationale for suitable placement, with a detailed plan outlining every step to graduation.

ADDITIONAL ALTERNATIVE WAYS FOR STUDENTS TO EARN CREDITS
The school recognizes credits that students earn through alternative methods such as E-Learning, Continuing Education (Night School and Summer School), Independent Study through the ILC, Music Certificates Accepted for Credit and credits earned through other Private Schools.

EXPERIENTIAL LEARNING PROGRAMS**
In Ontario schools, experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their post-secondary destination. Experiential learning programs include job shadowing, job twinning, work experience and cooperative education.

**Please note that the school does not offer programs such as job shadowing, job twinning, work experience or cooperative education.

POLICY FOR STUDENTS TAKING COURSES OUTSIDE THEIR HOME SCHOOL
Students, who attend our school to take courses, whose OSR is retained by their home school, must provide the course registration from the home school, indicating that they have the necessary prerequisites for the course(s) they wish to take. A copy of the final report will be sent to the Principal of the regular school.

COMMUNITY INVOLVEMENT ACTIVITIES
As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities.

The community involvement requirement will provide opportunities for students to learn about the contributions they can make to the community. Community involvement is also a valuable opportunity for foreign students to improve their oral English speaking skills and gain a better understanding of Canadian culture.

Students may not fulfill the requirements through activities that are counted towards a credit (for example, cooperative education and work experience), through paid work over 10 hours, or by assuming duties normally performed by a paid employee.

Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. The requirement is to be completed outside students' normal instructional hours: that is, these activities are to take place during students' designated lunch hours, after school, on weekends, or during school holidays.

Students will maintain and provide a record of their community involvement activities. The organizations or persons supervising the activities must confirm completion of the required 40 hours. The student must submit documentation attesting to the completion of each activity to the Principal using the Completion of Community Involvement Activities Form.

This documentation must include for each activity: the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents/guardians, and signed acknowledgment by the person (or a representative of the organization) involved. The Principal will decide whether the student has met the requirements of both the Ministry and the school for these activities.

The following is a list of approved activities, along with a list of the activities that the Ministry of Education and Training has stated are ineligible. The school will not approve student participation in any activities that are on the Ministry's list of ineligible activities. Students will select one or more community involvement activities in consultation with their parent(s)/guardian(s). The selection of activities should take into account the age, maturity and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment and preparation. **The safety of the student is paramount.**

It should be noted that students will not be paid for performing any community involvement activity.

List of Eligible Activities
Working and/or assisting with activities for the elderly (senior citizens)
Working and/or assisting with persons who are physically or mentally challenged
Coaching an athletic team in the community, or assisting with the management of the team
Helping any community organization such as Rotary, Lions, Kiwanis, United Way, Kids Help Phone, Food Banks
Working with the Boy Scouts of Canada or Girl Guides of Canada, Daily Bread Food Bank, Children's Aid Society
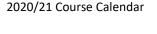Volunteer work in any health care setting (hospital)
Working with any organization recognized as helping to make the city a safer or more environmentally sound place
Volunteering time to raise money for recognized charities such as Kid's Help Phone, Canada World Youth, Interim Place, Canadian Cancer Society, Campaign Against Child Poverty, United Way
Volunteering at the Humane Society or Veterinary Clinic
Volunteering to help in a not-for-profit community activity that is approved by the Principal

List of Ineligible Activities

An ineligible activity is an activity that:

Is a requirement of a class or course in which the student is enrolled (e.g. co-operative education portion of a course, job shadowing, and work experience).

Takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible.

Takes place in a logging or mining environment, if the student is under sixteen years or age.

Takes place in a factory, if the student is under fifteen years of age.

Takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult.

Would normally be performed for wages by a person in the workplace.***Over 10 hours**

Involves the operation of a vehicle, power tools or scaffolding.

Involves the administration of any type or form of medication or medical procedure to another person.

Involves the handling of substances classed as "designated substances" under the Occupational Health and Safety Act.

Requires the knowledge of a trades-person whose trade is regulated by the provincial government.

Involves banking or the handling of securities, or the handling of jewelry, works of art, antiques or other valuables.

Consists of duties normally performed in the home (i.e. daily chores), or personal recreational activities.

Involves activities for a court-ordered program (e.g. community service program for young offenders, probationary program).

INFORMATION ON RECORDING AND REPORTING PROCEDURES

- **Report Cards:** Student achievement of the curriculum expectations and the learning skills and work habits must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The school reports student achievement twice during a term—midterm reporting and final reporting.

- **The Ontario Student Transcript (OST):** The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon the student's graduation or retirement, a current and accurate copy of the student's OST will be stored in the OSR folder.

- **Ontario Student Records:** The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record".

The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario. The Ontario Student Record (OSR) Guideline sets out the policies with regard to the establishment of the OSR; the responsibility for the OSR; the components of the OSR; the access to the OSR; the use and maintenance of the OSR; the transfer of the OSR; the retention, storage, and destruction of information in the OSR; and the correction or removal of information in the OSR.

See The Ontario Student Record (OSR) Guideline (2000)
www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf for more details.

Important: When a student transfers to another school in Ontario, the receiving school sends written notification/request for the student's transfer indicating that the student's OSR will be sent upon receipt of an official written request. When a student transfers to another school outside Ontario, only a copy of the student's OSR may be sent upon receipt of an official written request from the receiving school.

An OSR consists of the following components:
▪ An OSR folder in Form 1A or Form 1
▪ Report cards
▪ An Ontario Student Transcript, where applicable ▪
A documentation file, where applicable
▪ An office index card
▪ Additional information identified as being conducive to the improvement of the instruction of the
   student

ACCESS TO THE OSR

Every student has the right to have access to his/her OSR. Parents/guardians also have the right of access to the student's OSR until the student becomes an adult (age 18). Although access is granted, under no circumstance are student OSR records to leave school property.

Under the Education Act, only supervisory officers and the principal and teachers of the school have access to the OSR for the purpose of improving the instruction of the student.
The following components of the OSR will be retained for five years after a student retires from school:
   ▪ report cards
   ▪ the documentation file, where applicable
   ▪ additional information that is identified by the school board as appropriate for retention

The following components of the OSR will be retained for fifty-five years after a student retires from school:
▪ the OSR folder
▪ the OST
▪ the office index card

The destruction of all or any part of the OSR when its retention is no longer required is done ensuring the complete and confidential disposal of the record using a shredder.

SUPPORTS AND RESOURCES
The school assigns a member of the Guidance Team to students that will make every effort to assist students with their various needs. The Guidance Department will support students through several ways by:
▪ Ensuring the student attends the student orientation session
▪ Providing academic and social guidance and counseling in developing appropriate educational plans and
   career alternatives
▪ Providing post-secondary advising and support including university application
▪ Assisting students in setting and achieving goals and meeting post-secondary requirements
▪ Ensuring that students meet the application deadlines
▪ Providing English language training
▪ Providing homework support
▪ Acting as a liaison between parents, students and school staff

▪ Assisting students in having a voice and advocating their rights and needs ▪
Providing training and support for students to be successful in IELTS
▪ Ensuring that students attend the University orientation sessions
▪ Ensuring that students have an exit plan before graduation from school
▪ Ensuring that students are aware of the community resources available and how to benefit from them if needed

Students will develop an Individual Pathways Plan, considering their secondary course selections, post-secondary and career goals. Parents will have access to these plans and are consulted by the student's advisor so that the parents can support their student's educational planning and course selection.

Students and parents are encouraged to consult with teachers and administrators anytime regarding academics, career or personal counseling.

SPECIAL EDUCATION

Students with special education needs should be given every opportunity to achieve the curriculum expectations set out in the Ontario curriculum policy documents.
The school may provide accommodations but does not modify curriculum expectations.
Accommodations may include:
▪ Providing additional time for assignments, projects, tests and exams
▪ Allowing students to utilize a dictionary
▪ Providing accommodated environment like a quiet setting without other students to avoid distractions for the student to complete exams

ENGLISH LANGUAGE LEARNERS

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment. Teachers will:
▪ use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, and scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
▪ use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
▪ use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations
▪ Provide vocabulary, reference notes, outlines of critical information, models of charts, timelines, or diagrams;
▪ Use visuals to illustrate definitions for students' dictionary of terms;
▪ Permit use of translation dictionary on assessments;
▪ Permit a wide variety of options for recording and reporting their work, e.g., diagrams, flow charts, concept maps

COMPUTER LAB AND RESOURCE CENTER/LIBRARY

The purpose of local Libraries and Resource Centers is to provide students with the necessary information resources and promote literacy. Students may find both near the school's physical location, as well as in their home countries, if they are online, international students. The school offers wifi access to all its students.

COMMUNITY RESOURCES

- Big Brothers & Big Sisters of Toronto 416-925-8981
- Kids Help Phone 1-800-668-6868
- Turning Point Youth Services 416-925-9250
- VOICE for Hearing Impaired Children 1-866-779-5144
- Scarborough Centre for Healthy Communities 416-642-9445

Additional Important Information

- Course outlines are provided upon request. Please contact the school admin. Teachers also explain the course outlines to students on the first day of class.
- Ontario Curriculum policy documents are found:
  http://www.edu.gov.on.ca/eng/curriculum/secondary/
- Course Description and Prerequisites are found :
  http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf

COURSE DESCRIPTIONS AND
PREREQUISITES For more details please visit:
http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf

CANADIAN AND WORLD STUDIES	
Issues in Canadian Geography (CGC1D) *Prerequisite: None*	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
Canadian History since World War I (CHC2D) *Prerequisite: None*	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.

Civics, Grade 10, Open (CHV2O) *Prerequisite: None*	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.
Analysing Current Economic Issues, Grade 12 (CIA4U) *Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities*	This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

GUIDANCE AND CAREER EDUCATION

Career Studies, Grade 10, Open (GLC2O) *Prerequisite: None*	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.

Designing your Future, Grade 11 (GWL3O): *Prerequisite: None*	This course prepares students to make successful transitions to post-secondary destinations as they investigate specific post-secondary 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 focus their portfolios on their targeted destination and develop an action plan for future success.

BUSINESS STUDIES	
Introduction to Business, 10, Open (BBI2O) *Prerequisite: None*	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.
Business Leadership: Management Fundamentals, Grade 12, University/College (BOH4M) *Prerequisite: None*	This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.
International Business Fundamentals, Grade 12, University/College (BBB4M) *Prerequisite: None*	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.

ENGLISH	
English, Grade 9, Academic (ENG1D) *Prerequisite: none*	This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.
English, Grade 10, Academic (ENG2D) *Prerequisite: Grade 9 English, Academic or Applied*	This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
English, Grade 11, University (ENG3U) *Prerequisite: Grade 10 English, Academic*	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.
English, Grade 12, University (ENG4U) *Prerequisite: Grade 11 English, 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.
Ontario Secondary School Literacy Course, Grade 12, Open (OLC4O) *Eligibility requirement, 2023-2024: Students who have been approved by YIA to take this course may do so.*	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.
ENGLISH AS A SECOND LANGUAGE	

ESL, Level 1, Open (ESLAO) *Prerequisite:* None	This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.
ESL, Level 2, Open (ESLBO) *Prerequisite: ESL Level 1 or equivalent*	This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.
ESL, Level 3, Open (ESLCO) *Prerequisite: ESL Level 2 or equivalent*	This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.
ESL, Level 4, Open (ESLDO) *Prerequisite: ESL Level 3 or equivalent*	This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.
ESL, Level 5, Open (ESLEO) *Prerequisite: ESL Level 4 or equivalent*	This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

MATHEMATICS

Principles of Mathematics, Grade 9, Destreamed (MTH1W) **Prerequisite: None**	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.
Principles of Mathematics, Grade 10, Academic (MPM2D) Prerequisite: Grade 9 Mathematics, Destreamed	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.
Functions, Grade 11, University (MCR3U) Prerequisite: Principles of Mathematics, Grade 10, Academic	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.
Advanced Functions, Grade 12, University (MHF4U) Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College 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.

Mathematics of Data Management, Grade 12, University (MDM4U) Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation	This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Calculus and Vectors, Grade 12, University (MCV4U) Prerequisite: Note: Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors.	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.

SCIENCE	
Science, Grade 9, Academic (SNC1W) *Prerequisite: none*	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.
Science, Grade 10, Academic (SNC2D) *Prerequisite: Grade 9 Science,* Destreamed	This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Biology, Grade 11, University (SBI3U) *Prerequisite: Grade 10 Science, Academic*	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.
Biology, Grade 12, University (SBI4U) *Prerequisite: Grade 11 Biology, University Preparation*	This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.
Chemistry, Grade 11, University (SCH3U) *Prerequisite: Grade 10 Science, Academic*	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.
Chemistry, Grade 12, University (SCH4U) *Prerequisite: Grade 11 Chemistry, University Preparation*	This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.
Physics, Grade 11, University (SPH3U) *Prerequisite: Grade 10 Science, Academic*	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.
Physics, Grade 12, University (SPH4U) Prerequisite: Grade 11 Physics, 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.

THE ARTS	
Music, Grade 10, Open (AMU2O) *Prerequisite: None*	This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.
Visual Arts, Grade 10, Open (AVI2O) *Prerequisite: None*	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.
Visual Arts, Grade 11, University/College Preparation (AVI3M) *Prerequisite: Visual Arts, Grade 9 or 10, Open*	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).
Visual Arts, Grade 12, University/College Preparation (AVI4M) *Prerequisite: Visual Arts, Grade 11 AVI3M.*	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.

COMPUTER STUDIES

Introduction to Computer Science, Grade 11 University Preparation ICS3U *Prerequisite: None*	This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.
Computer Science, Grade 12 University Preparation ICS4U *Prerequisite: Introduction to Computer Science, Grade 11, University Preparation*	This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

TECHNOLOGICAL STUDIES

Computer Engineering Technology, Grade 11 (TEJ3M): *Prerequisite: None*	This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.
Communications Technology, Digital Imagery and Web Design, Grade 12 (TGJ4O): *Prerequisite:* None	This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology, and will explore postsecondary education, training, and career opportunities.