

The importance of completing a secondary education

We believe in the importance and value of planning a multi-year plan together with parents, students and staff to ensure that every learner reaches his or her full potential to become a responsible and contributing member of our ever-changing global society.

Our purpose is to deliver exceptional education services to our students and to support students in achieving their highest potential while they prepare for today's challenges and opportunities.

The requirements to remain and finish school

The countless reasons why completing high school is important fall into two groups: good for the individual or good for our society as a whole.

For individuals, finishing high school is often seen as the minimum requirement for successful employment. Yes, people can and do get jobs without a high school diploma, but a person without a high school education will earn approximately \$1 million less over his or her life than someone with post-secondary education.

In addition to getting better jobs and earning more, research shows that people who complete high school generally have better health, live longer and have a higher quality of life. In simple terms, completing high school opens opportunities for every person to enjoy a healthier, wealthier and happier life.

Our society also benefits from more young people completing high school. People who are better educated tend to be active citizens involved in the betterment of their communities (volunteerism, charity and community work, and so on). They also tend to rely less on social services because they are able to support themselves and their families through good-paying jobs. Higher levels of education also mean lower crime rates. Better health means less demand on our health care system and lower costs. And when parents are well educated, the chances are much higher that their children will be as well.

Royal Canadian High School is committed to reaching every student to help them successfully complete their secondary education. There are a variety of programs available to meet each student's skills and interests. Programs include a full slate of interesting and useful electives and a strong core curriculum. The key to our successful learning environment is the strong and caring staff that will do whatever it takes to ensure success for every student.

The School's Overall Goals and Philosophy

VISION STATEMENT

Royal Canadian High School envisions to offer the best high school education in Ontario around 21st century demands such as development of academic, social, emotional and moral competencies.

Royal Canadian High School will aspire to realize this vision through dedicated and motivated teachers, focus on care of Canadian values, research on recent educational developments, consideration of individual student targets and needs, instilling sensitivity to different cultures, cooperation with students and passion for implementing innovation in teaching and learning.

Students are inspired to reach their highest academic potential through an innovative curriculum that encourages them to become effective global citizens, innovators and leaders of their chosen field. The incorporation of Higher Order Thinking skills to deepen knowledge, enable inquiry, innovation and creativity allows students become reflective thinkers, problem solvers and confident, effective communicators and leaders.

MISSION STATEMENT

Royal Canadian High School prepares students for the academic, social and career competencies of Canada and the USA with the knowledge, skills and attitude and understanding filtered from the Growing Success Document and Ontario Curriculum and enriched with the international experience to enable them have a solid position in their future career and wherever the need for them may be.

The out come of fulfilling our mission is to raise students who are;

- 1- Responsible
- 2- Organized
- 3- Independent
- 4- Collaborative
- 5- Initiative

PHILOSOPHY

We firmly believe in an education that combines the academic knowledge with that of personal growth that is suitable for development of a successful career. Royal Canadian High School has established objectives to ensure that each student has an optimal opportunity to:

1. Develop intellectually

We encourage and guide our students to learn beyond the basic bodies of knowledge; to learn independent and critical thinking, to be curious about the world they live in and to be creative in expressing their thoughts.

2. Develop Social Skills

We encourage and guide our students to have a better understanding of who they are as individuals. We celebrate our students' achievement, motivate them to take initiative, help them develop a sense of social responsibility and respect for beliefs of others.

3. Develop Career Skills

We encourage our students to think ahead and identify their career objectives. We assist them in developing work habits and skills that match the ever-changing workplace.

We believe that secondary education plays a pivotal role in the transition of young individuals into productive and contributing members of society. As such, we remain committed to reach every student. To achieve this, we rely on the mutual cooperation of students, teachers, parents and the principal. We provide our students the access to:

Guidance Counselling

- On-going Teacher- Student Feedback and Conversation

School's Term and Reporting Period

Term	Duration	Grades	# of Classes	Reporting Period
Fall	Sep- Feb	9-12	3/week	Feb
Spring	Feb -June	9-12	3/Week	Jul
Summer July	July	9-12	5/week	August
Summer August	Aug	9-12	5/week	September

Royal Canadian High School Expectations

RIGHTS AND RESPONSIBILITIES

Attendance

EDUCATION ACT

Participation in equivalent learning

“(1.1) A person shall be considered to be attending school when he or she is participating in equivalent learning if the equivalent learning program, course of study or other activity and the group, organization or entity providing it have been approved under paragraph 3.0.1 of subsection 8 (1). 2006, c. 28, s. 5 (1).”

Regular attendance is key to student success. Students who do not attend/log on regularly and/or who do not actively participate in their courses seriously jeopardize their opportunities to learn and reach their potential.

Teachers will monitor attendance patterns for their respective students and will work with them, and their parents/guardians to support students in any way they can. If student attendance issues cannot be resolved, the administration will be informed and possible consequences may include: student and parental/guardian contact, attendance contracts, or even removal from the program.

Students who do not complete their courses within designated time frame (regular or extended) will be removed from the course and will not be reinstated unless there are extenuating circumstances that can be verified by appropriate documentation.

Acceptable behavior online school

Students are responsible for:

Providing evidence of their achievement academic honesty work to the best of their ability work to teachers on time classes and being active participants in the learning and assessment process with teachers when there is difficulty in meeting timelines that missed work is completed within pre-established timelines communicating with parents' assessment & evaluation methods, and pertinent due dates and timelines for work submission.

Parents/guardians have the right to:

be informed regarding course requirements, assessment & evaluation methods, due dates and timelines for work submission information about their child's performance access to their child's course to get a first- hand look at how they are learning information about the Ministry assessment & evaluation policy a phone interview with their child's teacher and/or the administration at a mutually agreed upon time a face to face interview (parents night) with their child's teacher

Parents/guardians are responsible for:

Communicating regularly with the school and understanding how they can contribute to their child's success initiating contact with teachers if and when difficulties arise actively monitoring their child's progress and working collaboratively with the school, teacher and child to plan for their child's improvement

Appropriate Computer Use Policy

Moodle System at Royal Canadian High School is designed for educational purposes only. All use of any Moodle tools within course for any purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.

The administration has the right to review all student work in order to determine the appropriateness of computer use. If the Moodle is deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected for inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always access content that is intended for student use.

What hardware and software do you need?

Hardware

A stable Internet connection

You absolutely need is a good Internet connection. A video conversation that cuts off all the time, where you can only hear every second word is not really ideal to follow online courses. It can become the reason you lose your motivation to learn.

Headphones and a microphone

This is especially important. If you need to join the session and communicate effectively, make sure you have a good microphone. This is also true for students because a lesson is **a dialogue between the teacher and the student**, the later must also be able to express himself, ask questions, etc.

A (detachable) webcam

Although most devices have a perfectly adequate built-in webcam, the set-up recommended above for use in most lessons – the desktop computer – doesn't tend to, so you'll need to install one.

Software

Note that we're not endorsing any software – or the opposite! The following is based on what students typically want or need to use, and some reflection on how useful they are for teaching. You can get a free version of most of it, though the small (tax-deductible!) investment of a paid package will give you more potential.

Skype – and other videoconferencing software, e.g. Zoom

Zoom has become the go-to software for videoconferencing; and far better for doing more than conversation and making straightforward text notes.

Royal Canadian High School Code of Conduct

Royal Canadian High School will attempt to provide and maintain a safe and supportive educational environment in which learning can occur. Protection of a person's dignity and self-esteem is crucial and not negotiable.

All members of the Royal Canadian High School community, which includes students, staff and parents, will treat each other with respect in all interactions. Any actions determined to jeopardize the moral tone of the learning community including disrespectful, distasteful, abusive, harassing comments made to any of our community members will not be tolerated and will be dealt with swiftly by the Royal Canadian High School Principal. Consequences may include, counseling, parental involvement, suspension, expulsions and/ or the involvement of the authorities.

Unacceptable behaviour

All members of Royal Canadian High School community must not:

- Engage in bullying or aggressive behaviour
- Threaten or intimidate others
- Engage in behaviours motivated by hate or bias
- Commit any act of vandalism that causes damage to school property or servers
- Create a disturbance with interrupts or disquiets the proceedings of the school, a class, or any learning environment
- Engage in any behaviour that would be considered as conduct injurious to the moral tone of the school or injurious to the physical or mental well being of others
- Misrepresent an identity or assume the identity of another by using login credentials other than those specifically assigned. This includes using email or login information issued to another including family members

In addition, all students must not:

- Share login credentials with anyone else
- Knowingly upload any file or program that contains a virus, malware or other malicious code
- Reproduce course content including assessments, electronic mail correspondence, digital captures, discussion or chat threads in any fashion and to any other server without explicit written permission from the school principal or designate
- Use anyone else's login account
- Write, use, send, download or display any information that is hostile, insulting to others, obscene, threatening, or otherwise offensive.
- Discuss in any open forum information that is critical of another student or teacher. Discussion forums and chat threads are open to all school members and not appropriate mediums for private correspondence.
- Engage in any of the following acts of academic misconduct: *Cheating*: The act or attempted act of deception, in which a participant falsely represents that he or she has learned information in an academic exercise including unauthorized collaboration with others. *Plagiarism*: Representing the words, data or ideas of another as one's own in any academic exercise. *Collusion*: Intentionally or knowingly helping or attempting to help another commit academic misconduct such as substituting for a test or completing an assignment for someone else. Collaborating with others while taking online tests or similar summative evaluation.

Students can expect that:

- Appropriate and progressive discipline will result when school rules and routines are violated
- While parental input is welcomed and considered, it is the responsibility of the school staff and administration to make decisions about discipline

- Login privileges will be revoked at the discretion of the school Principal for acts deemed injurious to the moral tone of the school, injurious to the physical or mental well-being of any other member of the school community, or contrary to the Board or School Code of Conduct.
- Suspension pending expulsion must be considered by the Principal for any act considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical well-being of others or for any conduct which is so refractory as to demonstrate that the student is unwilling to respect or respond to authority and/or respect the rights or dignity of other school community members despite having been given reasonable opportunity to do so.

TEACHER RESPONSIBILITIES

CODE OF ETHICS

- The teacher shall give foremost consideration to the student's well-being.
- The teacher shall direct his/her whole professional effort to assist the student to develop his/her whole personality including his/her ability to work.
- The teacher shall act, and shall be seen to act, with justice and fairness.
- The teacher shall recognize that each student is an individual and that students can differ in what is required for the promotion of their education.
- The teacher shall recognize an obligation to assist all students under his/her charge to develop their talents suitably and to the fullest extent feasible.
- The teacher shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- The teacher shall not intentionally embarrass and disparage the students.
- The teacher shall not use professional relationships with students for private advantage
- The teacher shall communicate with students through internal messaging system of LMS only.
- The teacher shall not change any period of his/her schedule with another lesson without Administration Board's permission.
- The teacher shall not leave the classroom during teaching period.
- The teacher shall not send any student out of classroom.
- The teacher shall not arrange any extra-lesson for students without permission of Administration

LESSON PREPARATION

While preparing lessons it would be good to consider the following points:

- What added value are you giving to the level of the student's educational achievement?
- How can you create ways of adding value to the students' education?
- How do you intend to test what has been achieved? Are the students informed about the success criteria?

PROVIDING DESCRIPTIVE FEEDBACK

Feedback provides students with a description of their learning. The purpose of providing feedback is to reduce the gap between a student's current level of knowledge and skills and the learning goals. *Descriptive feedback* helps students learn by providing them with precise information about:

what they are doing well,
what needs improvement,
what specific steps they can take to improve.

According to Davies (2007, p. 2), descriptive feedback “enables the learner to adjust what he or she is doing in order to improve.” Ongoing descriptive feedback linked specifically to the learning goals and success criteria is a powerful tool for improving student learning and is fundamental to building a culture of learning within the classroom. As the teacher provides feedback, and as the student responds to it, the assessment information gathered is used to improve learning as well as instruction. Multiple opportunities for feedback and follow-up are planned during instruction to allow for improvement in learning prior to assessment of learning (evaluation). The focus of the feedback is to encourage students to produce their best work by improving upon their previous work and, at the same time, to teach them the language and skills of assessment, so they are able to assess their own learning and that of their peers.

ACHIEVEMENT

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

The report card provides the following skills demonstrated by the student in every course in the following categories:

- Responsibility
- Organization
- Independent work
- Collaboration
- Initiative
- Self-Regulation

The learning skills and work habits are evaluated and reported separately from achievement of the curriculum expectation using a four-point scale (E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement). The separate evaluation and reporting of achievement of the curriculum expectations will reflect their critical role in achievement of the curriculum expectations. Four categories for assessment and evaluations are:

- Knowledge and understanding
- Thinking
- Communication
- Application

The evaluation of learning skills should not be considered in the determination of percentage grades.

PURPOSE OF ASSESSMENT

‘The primary purpose of assessment is to improve student learning.’ (Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Grade 1- 12, 2010, p.6) Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”.

Evaluation Plan: At the beginning of each course, students will receive in writing an “Evaluation Plan” detailing how they will be evaluated. Seventy percent (70%) of the final grade will be based on evaluations conducted throughout the course. Thirty percent (30%) of the final grade will be based on culminating activities and/or final examinations. In each course, all students will be completing assessments:

for learning, for which they will receive oral or written feedback from their teacher
as learning,
of learning, in which they will demonstrate the acquisition of skills and knowledge, for which they will receive marks and comments.

As part of assessment *for learning*, teachers provide students with descriptive feedback and coaching for improvement.

Teachers engage in assessment *as learning* by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

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

- plan assessment concurrently and *integrate it seamlessly with instruction*;

- share learning goals and success criteria with students at the outset of learning to ensure that *students and teachers have a common and shared understanding of these goals* and criteria as learning progresses;
- *gather information about student learning* before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to *inform instruction, guide next steps, and help students monitor their progress* towards achieving their learning goals;
- *analyse and interpret* evidence of learning;
- *give and receive specific and timely descriptive feedback* about student learning;
- help *students to develop skills* of peer and self-assessment.

DEVELOPING LEARNING GOALS

Assessment *for learning* and *as learning* requires that students and teachers share a common understanding of what is being learned. Learning goals clearly identify what students are expected to *know* and *be able to do*, in language that students can readily understand. Teachers develop learning goals based on the curriculum expectations and *share them with students at or near the beginning of a cycle of learning*. Teachers and students come to a common understanding of the learning goals through discussion and clarification during instruction.

ELICITING INFORMATION ABOUT STUDENT LEARNING

Teachers use a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include observation, student-teacher conversations, and student products. Teachers can gather information about learning by:

- designing tasks that provide students with a variety of ways to demonstrate their learning;
- observing students as they perform tasks;
- posing questions to help students make their thinking explicit;
- engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.

Teachers then use the information gathered to adjust instruction and provide feedback. Homework tasks designed to help students practise and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning.

GRADING

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation). The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each

overall expectation for a subject in a particular grade or course. In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students' skills and knowledge than others. Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgement to determine the student's report card grade. The report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time.

A final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- **Seventy per cent** of the grade will be based on **evaluation conducted throughout the course**. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- **Thirty per cent** of the grade will be based on a **final evaluation** administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.

The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Royal Canadian High School grading rubric as below

GRAD E	Letter	SCALE	GRAD E	LETTE R	SCALE
4+	A+	95.00 - 100.00	2+	C+	67.00 - 69.99
4	A	87.00 - 94.99	2	C	63.00 - 66.99
4-	A-	80.00 - 86.99	2-	C-	60.00 - 62.99
3+	B+	77.00 - 79.99	1+	D+	57.00 - 59.99
3	B	73.00 - 76.99	1	D	53.00 - 56.99
3-	B-	70.00 - 72.99	1-	D-	50.00 - 52.99
			0	F	0.0

Assessment *for learning* and assessment *as learning* also require that students and teachers share a common understanding of what constitutes success in learning. Success criteria describe in specific terms what successful attainment of the learning goals looks like. When planning assessment and instruction, teachers, guided by the achievement chart for the particular subject or discipline, identify the criteria they will use to assess students' learning, as well as what

evidence of learning students will provide to demonstrate their knowledge and skills. The success criteria are used to develop an assessment tool, such as a checklist, a rubric, or an exit card.

ACADEMIC DISHONESTY

Cheating and Plagiarism

“Learning is enhanced when students think independently and honestly”. It is expected that students will demonstrate respect for the intellectual property rights of others and adhere to a code of honor in all course activities. Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

When plagiarism/cheating is detected, it will be investigated. If plagiarism/cheating is confirmed by the teacher, he/she will inform the principal/vice principal, the student, and the parent/guardian of the specific details regarding the plagiarized assignment or the allegation of cheating and the resulting consequences. All students who face the consequences of plagiarism or cheating have the right to appeal the teacher’s decision to the principal/vice-principal.

However, teachers work with students in a discipleship capacity to train them to recognize and avoid plagiarism. When a student commits an act of plagiarism, the consequences depend on the severity and type of plagiarism. For instance, a student may have done mostly his/her own work but may have a couple of sentences that have been “cut and pasted” and have not been cited. This is different from the essay that is largely “cut and pasted”, or largely paraphrased without being cited.

Plagiarism is defined by Royal Canadian High School as:

The use of ideas or thoughts of a person other than the writer, without proper acknowledgement;
the use of direct quotations, or of material paraphrased and/or summarized by the writer;
The submission of an assignment that has been written in part or in whole by someone else as one’s own; and
The submission of material that has been obtained from a computerized source, with or without minor modifications, as one’s own.

Cheating is defined by Royal Canadian High School as:

The buying and/or selling of assignments, or exam/test questions;
Submission of the same piece of work in more than one course without the permission of the teacher;
The preparation of an assignment by someone else other than the stated writer;
Allowing one’s assignment to be copied by someone else;
Providing another student your assignment;
The unauthorized giving or receiving of information or assistance during an examination or a test.

Academic dishonesty destroys the integrity of the program by diminishing the learning experience for the entire Royal Canadian High School community. Therefore, maintaining academic integrity is imperative. Whether intentional or through the ignorance of the policy, acts of academic dishonesty are unacceptable and will not be tolerated. These acts and the parties involved will receive a mark of zero for the assignment. In addition, all students involved will be subject to additional consequences, which will be addressed on a case-by-case basis.

These consequences will reflect a continuum of behavioral and academic responses and consequences, based on at least the following four factors:

1. The grade level of the student,
2. The maturity of the student,
3. The number and frequency of incidents, and
4. The individual circumstances of the student.

First Offence

- The teacher clearly reviews the meaning of plagiarism and how to avoid it.
- If more than 30% of the assignment has been plagiarized, then the student must redo the assignment, and the new assignment is marked out of 50% of the original assignment.
- If less than 30% of the assignment has been plagiarized, then the student must redo the assignment, and the new assignment is marked out of 80% of the original assignment.
- This allows for the opportunity for the teacher to keep building the kind of relationship with the student that allows the student the opportunity to be open and honest with the teacher.

Second Offence

- The teacher writes this up and it is dealt with by the vice principal.
- The assignment must be redone, and the new assignment is marked out of 50% of the original assignment.

Third Offence

- The teacher writes this up and it is dealt with by the vice principal.
- Student who commits an act of plagiarism will receive a zero for the assignment.
- The student would not be permitted to redo the assignment.

Royal Canadian High School SAFE SCHOOL POLICY

At Royal Canadian High School, the Board of Directors and management team consider the health, safety and welfare of staff and students to be an integral part in creating and maintaining a healthy and safe environment. It is a responsibility taken seriously; therefore, we are committed to achieving the effective implementation of Royal Canadian High School's Health and Safety Policy, specifically the objectives outlined below.

Royal Canadian High School:

- is committed to provide a safe learning and working environment for all students, staff and visitors to our schools;
- expects its students, parents/guardians, and employees to actively participate as partners in maintaining a safe learning and work environment in our campuses.
- will not tolerate:
 - violence of any kind;
 - harmful, threatening or actual acts of violence or other unlawful acts;
- will ensure that school officials and staff respond appropriately, without delay and in a consistent fashion when violent incidents threaten the safety and security of our schools and the well-being of our students and staff.

	Statement	Action	Reporting/ Responsibility	Supporting Documents
Definitions	Each Royal Canadian High School Health and Safety Policy section is a statement of our commitment to the health and safety of our students and staff and includes the most important details of that commitment. Most policies are accompanied by detailed protocol and procedure as well as other supporting documents, which	Acronyms: HS — High School BOD — Board of Directors LMS - Learning Management System CCTV - Closed Circuit Television	Questions regarding the Royal Canadian High School Health and Safety Policy should be referred to the Health & Safety Committee, specifically the member on duty that day. Issues concerning building grounds, structures or natural environmental issues of concern	Emergency Contact List, which includes information for the positions mentioned in this document - Procedure and Protocol papers, which are updated throughout the year - Faculty, Staff, and Parent/Student Handbooks, which outline and explain policy procedures in detail. - When a key person is off site for any period during the day, a temporary

	are available for review.		should be directed to our Head of Operations.	person will be designated for that role/duty, and the staff will be notified via email.
Communications	Without strong and Effective communications between parents, students, and staff at all times, Health and Safety policies are ineffective. It is Particularly important that Communications are clear before an emergency occurs. A firm commitment to action through a strong Communications policy between all parties is the cornerstone of our Health and Safety Policy and its procedures. The ultimate goal of all health and safety policies is prevention.	All staff, parents, students and visitors are to adhere to the communication chain outlined in this policy and to take action through communicating whenever a health or safety threat is perceived or real. In person meetings or spoken telephone communications are preferred.	The reporting chain for any security, health and safety concerns or emergencies is as follows: - All teachers, staff, students and visitors report to one of the Health & Safety committee members and/or ROYAL CANADIAN HIGH SCHOOL staff who then report to Administration Staff, who then reports to The principal (and eventually to the parents and/or BOD, if necessary).	- Emergency Contact List - Emergency Protocol with evacuation and lockdown procedures are located in each classroom.
Compound Security	Royal Canadian High School Administration are committed to maintaining a safe, secure and healthy environment for all	School will be monitored with 24 hour CCTV security. Royal Canadian High School uses RFID	Faculty & Staff It is the responsibility of every member of the school's community to	Standard Operating Procedures

	<p>staff, students and visitors. We aim for our school grounds to be safe and freely available, putting into place measures to ensure the safety of all who visit our campus.</p>	<p>Cards that clock employee's in and out of the building. For visitors, there is a camera and bell at the front door, which they must ring in order to proceed to the front office to be granted entrance into the school. All visitors are required to sign in at the front desk in order to go into the school, wearing a Visitor's ID.</p>	<p>alert the management team to any possible security risks or suggestions.</p>	
<p>RISK MANAGEMENT STATEMENT</p>	<p>ROYAL CANADIAN HIGH SCHOOL recognizes that it is in a school environment that, due to its location and facilities in a large, metropolitan city, has potential health and safety risks (i.e. pollution, smog, water supply, traffic, weather, etc.). With clear policy and procedures in place to protect students, staff, and visitors, ROYAL CANADIAN HIGH SCHOOL has done the utmost to minimize those risks with the understanding that they cannot be fully eliminated.</p>	<p>ROYAL CANADIAN HIGH SCHOOL will maintain a medical facility stocked for general medical needs. For all emergencies, a designated driver will be on campus at all times during school hours to provide transportation to the appropriate medical center.</p>	<p>The reporting chain for any security, health and safety concerns or emergencies is as follows: All teachers, staff, students and visitors report to the appropriate homeroom teacher, school secretary, and principal.</p>	<ul style="list-style-type: none"> - ROYAL CANADIAN HIGH SCHOOL Accident/ Injury Report - Emergency Contact List - Health and First Aid Kit and Manual - Fire Drill, Tornado, Lockdown, and Evacuation Procedures
<p>Staff</p>	<p>Royal Canadian High</p>	<p>Royal Canadian</p>	<p>The</p>	<p>- Staff Handbook</p>

<p>Screening</p>	<p>School recognizes that Risk Management for child protection begins with the recruiting, screening and selection of the right people to work in our school.</p>	<p>High School will have Consistent procedures (background checks, health checks, etc.) in place for all staff, suppliers, and contractors to Follow, with adequate management and supervision to ensure compliance.</p>	<p>Administrators and hiring committee are responsible for proper staff screening.</p>	<p>- Parent/Student Handbook (Visitors' Guidelines)</p>
<p>Field Trips – Local and Overseas</p>	<p>For all field trips, both local and overseas, the trip supervisor undertakes a risk assessment by completing the field trip request forms prior to departure; this risk assessment is submitted to the supervising teacher's coordinator for consideration, modification and final sanctioning.</p>	<p>All kind of trips should be written down on schools activity book at least 3 weeks prior to the trip. An informative letter together with a permission form will be sent home to parents before the trip, and no student will be allowed on the trip unless a signed permission form has been returned to school. Overseas trips will involve a more detailed planning and communication process involving parents, students and participating staff.</p>	<p>Parents may sometimes be invited to accompany trips and assist in supervising. The coordinating staff member (field trip supervisor) is responsible for informing parties of their specific roles and responsibilities.</p>	<p>- Field Trip Request Form (s)</p>
<p>CODE OF ETHICS</p>	<p>Royal Canadian High School Code of Ethics is one of the means by which the school</p>	<p>The Code of Ethics will be most effective in a caring environment</p>	<p>Each learning team, are responsible for</p>	<p>- Staff Handbook (with Staff Policies and Code of Ethics)</p>

	<p>will live up to its mission on behalf of all the people who work and study here. The school on the one hand, and individual students on the other, have justifiable expectations of each other, including: Students have a right to expect that the School will provide a secure, nurturing environment to learn in; the School has a responsibility to provide this. The school expects students to behave in a way which will contribute to such a safe, friendly environment; it cannot tolerate behavior which undermines this principle.</p>	<p>where behavior that is not in accordance with the code is recognized and dealt with promptly and appropriately. With everyone's cooperation in striving for high standards, it will become a code that will not need enforcing, but by which the whole community can happily live and work together.</p>	<p>maintaining a code of ethics for its students that includes appropriate Discipline procedures. In all serious discipline or behavioral cases, the head teachers should always be informed.</p>	<p>- Student Handbook (with Student Policies)</p>
<p>Drugs, Alcohol and Cigarettes</p>	<p>Possession of illegal drugs/cannabis and consumption of alcohol during school hours are strictly prohibited. In the case of drugs, this act is clearly criminal. Both present a direct threat to the welfare of others or may result in violence to persons or damage To property. The school grounds</p>	<p>Royal Canadian High School is legally required to notify the authorities if drugs are found on school grounds. Inebriation or consumption of alcohol during school hours by staff or students will result in suspension and potential dismissal.</p>	<p>The Administrative staff are responsible for taking action in such cases.</p>	<p>-Ontario Laws -Staff Handbook -Student Handbook</p>

	are all smoke-free zones This is applicable to all employees, parents, visitors, and, of course, students. No smoking will be allowed on the premises.			
Emergency Drills	Emergency drills occur regularly throughout the year at least 1x per term. A report on the effectiveness of each drill is sent to the whole school and trainings conducted should contain procedures that need to be improved upon.	Drills are planned and coordinated by the Health & Safety Committee members with a reflection with students and staff on the drill effectiveness after each drill.	Health & Safety Committee to update the Administrative Staff and BOD on our drill effectiveness and plans for improvement. 911 and local Fire department is informed at least 1 hour prior to an emergency drill.	<ul style="list-style-type: none"> - Emergency Drill Procedures - Emergency Cards, Routes, and Action Plan laminated and posted in a visible place in each classroom. - Evacuation Procedures and details of when to use which procedure - Lock Down Procedures and details of when to use which procedure.

Withdrawing from a Course

Students, who wish to withdraw from a course, must submit a withdrawing request to the office, in writing, within one week from receiving their midterm report card. In such a case the mark will not be entered in the student’s transcript. In case the student is under the 18 years of age, a letter from student’s parent/ guardian is required. Upon receiving the cancellation request, we will update the student’s course load.

Refund Policy

Refund Policy: Royal Canadian High School ONLY issues refunds within the first 24 hours of registration, counted from the time the Welcome Package is sent to student. In case of withdrawing within the first 24 hours, the \$100 non-refundable administration fee will not be refunded since within hours of enrollment, our administration undertakes many tasks including activating the student account, completing the enrollment, contacting the teacher, establishing electronic/physical files, tracking the enrollment for Ministry purposes, etc. Even if the student does not begin the course, the preliminary work in our office will be completed.

In all circumstances:

- o The school will retain a non-refundable administration fee of \$100.00 per course.
- o Refund will be issued by cheque, payable to the student.
- o If the original payment was made by credit card, debit card or PayPal, the refund will be reversed to the respective financial institution.

Occasionally, we allow our students to transfer one or more courses to another term or retake them, subject to course availability, for the following reasons:

- o Student is not satisfied with his/ her performance and needs better marks
- o Student has missed several classes due to illness, personal issues, work, etc.
- o Student realizes that the course load is too heavy
- o Change in his/ her normal routine or schedule such as: work, social life, sports, after school activities, medical, family issues, etc.

In such cases, we may wave the course fees partially or in full, at our discretion, subject to the following conditions:

- o Student has cleared his/ her balance in full and returned all rented textbooks.
- o The administration fee of \$100 per subject for home students, and \$500 for international students are neither refundable nor negotiable. These fees will be charged again, when students start their course(s).
- o We allow retake or transfer courses only once.
- o There will be no cash refund under any circumstances for any retake or transferred courses.
- o Students may not change their permitted courses to different subjects.

Courses cannot be transferred to another student

Diploma and Certificate

The requirements and Related Procedures

The Ontario Secondary School Diploma (OSSD)

- 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.

Compulsory credit requirements

(Total of 18 credits)

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.

Optional credit requirements

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available by the school.

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. To meet this requirement, students are expected to take and successfully complete the Ontario

Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement, the Ontario Secondary School Literacy Course (OSSLC), or the adjudication process.

The Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation. The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring.

Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the principal. Deferrals are granted in accordance with the policies described in Appendix 3, Section 3 (Ontario Schools Kindergarten to grade 12). Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

Students who are English language learners may be entitled to special provisions as outlined in Appendix 3, Section 2 (Ontario School Kindergarten to grade 12). For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test. A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time the test is administered. School boards should ensure that this policy is made known to students and to parents of students who are planning to transfer from the English-language system to the French-language system, or vice versa, and who have not yet fulfilled the literacy graduation requirement. A student who has successfully completed the OSSLT in either English or French at the student's previous board is considered to have met the literacy graduation requirement and will not have to retake the test in the other language after transferring to the receiving board.

School boards are required to provide remedial assistance for students who do not complete the test successfully. This remedial assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test. For example, a board could offer a credit course on learning strategies (see the guidance and career education curriculum policy document)

or one on literacy skills (see the English curriculum policy document) for these students. For students who entered Grade 9 in the 1999–2000 school years, successful completion of the test was not required. However, for those students who took the field test of the OSSLT in 2000–2001, failed the test, and chose to retake the OSSLT in October 2001, successful completion of the provincial literacy graduation requirement became a diploma requirement.

Deferrals of the Ontario Secondary School Literacy Test

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.

Such students could include:

- students who have been identified as exceptional by an Identification or Placement
- students who are English language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test;
- students who have not been 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 or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the principal of the school in such cases.

Deferrals are to be granted to students before the test, on an individual basis. The following procedures will be applied:

- A request for a deferral may be made by either a parent (or the student, if the student is an adult) or the school, as long as both parties have been consulted. Such requests are made in writing to the principal. The principal may grant the deferral. To clarify, if, for example, students have long-term illnesses and are not registered to write the test, they can be granted a deferral. Where students are registered to write the test but experience illness or injury that keeps them from writing it at the scheduled time, they will be deemed to be absent.
- A principal may also initiate consideration of a deferral with the parent or adult student.
- The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff
- The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting, as prescribed by the EQAO.
- If an additional deferral is required, the principal will review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number

of deferrals that may be granted, the parent or adult student will be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test, successful completion of the OSSLC, or successful completion of the adjudication process is a diploma requirement. Students will be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or appropriate forms of support to prepare them for their next attempt.

- The decision to defer will be entered, with all pertinent details, in the Student Data Collection System provided by the EQAO.
- All documentation related to the decision to grant a deferral will be kept in the student's Ontario Student Record.

The Ontario Secondary School Literacy Course (OSSLC)

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12*. Students who pass the course are considered to have met the literacy graduation requirement. The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT. If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enrol in the OSSLC. (Principals have the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student (Not applicable for private school)).

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy. For students with special education needs, accommodations specified in the student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Students who were receiving special education programs and/or services and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enrol directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered. (The accommodations must be in accordance with those outlined in Appendix 3, Section 1, under the subheading “Permitted Accommodations”.) In such cases, the student must have been present to take the test but the required accommodations, or a reasonable alternative to them, were unavailable to the student during the whole test or part of the test.

Royal Canadian High School defines Mature Students as:

applicants who are over 19 years old and do not have a **high school** diploma.

Going back to high school is a difficult but wise move. As a mature student, you may be looking for a solution that enables you to learn the necessary material without physically attending class. Royal Canadian High School is an virtual high school that offers you the opportunity to earn credits towards your high school diploma. All credits issued by Royal Canadian High School are authorized by the Ontario Ministry of Education.

Exception for Mature Students*

Mature students have the option to enrol directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

* A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student’s return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

The community involvement requirements and procedure

As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The purpose of this activity is to remind students of their community obligations and to encourage them to contribute to society

beyond the minimum number of hours required as well as to continue to make a selfless contribution to their community in the future.

Students are responsible for completing the required number of hours on their own time – during lunch hour, after school, on weekends, or during school holidays - and for keeping track of their activities under the guidance of the school.

Community Involvement Activities not approved:

1. Any paid activity (i.e. babysitting);
2. Cooperative education;
3. Any activities or programs organized by the school (i.e. cadets);
4. Playing on sport teams;
5. Any involving the operation of a motor vehicle or power tools or scaffolding;
6. Any involving in the administration of medications or medical procedures to another person;
 1. Any occurring in an unsafe or unsupervised environment;
 2. Any displacing a paid worker;
 3. Any in a logging or mining environment if the student is under 16 years old;
 4. Any in a factory, if the student is under 15 years of age;
 5. Any taking place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
 6. Any involving handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
 7. Any requiring the knowledge of a tradesperson whose trade is regulated by the provincial government;
 8. Any involving banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
 9. Any consisting of duties normally performed in the home (i.e. daily chores) or personal recreational activities;
 10. Any involving activities for a court-ordered program (i.e. community-service program for young offenders, probationary program).

Community Involvement Activities approved:

1. Fundraising for non-profit organizations
2. Coaching or assisting sports at the community level
3. Church activities such as helping teach Sunday school, bazaars, etc.

4. Assisting seniors with chores
5. Involvement in community committees, food banks, fairs, etc.
6. Participation in environment projects such as recycling projects, etc.

Substitution policy 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. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. The principal may also initiate consideration of whether a substitution should be made. The principal will make his decision in consultation with the parent or the adult student and appropriate school staff.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits)
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.

- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.

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

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

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. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their

transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

The Granting of the Diploma and Certificates

On the recommendation of the principal, the Minister of Education grants diplomas and certificates at any time during the year to students who have successfully completed the necessary requirements.

Where a student has completed the requirements through private study, night school or summer school, or e-learning, the diploma or certificate will be issued by the principal of the school that holds the student's Ontario Student Record when the final credit is earned. If the final credit is earned through the Independent Learning Centre, the student may choose to have the diploma or certificate issued by the director of the Independent Learning Centre or the principal of the school last attended. The person issuing the diploma or certificate will submit the necessary report to the Ministry of Education.

The Ontario Scholar Program

The Ontario Scholar Program recognizes students who have earned an Ontario Secondary School Diploma in the current or previous school year and who have attained an aggregate of at least 480 marks in any combination of ministry approved courses that provide a total of 6 credits. Upon the recommendation of their principal, these graduating students receive a certificate from the Minister of Education.

The list of ministry-approved courses and the conditions for the granting of this

award are given in the following ministry document:

www.edu.gov.on.ca/extra/eng/ppm/ppm53.pdf

Secondary

School Courses and Related Procedures

The definition of a credit

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

Definitions of the types of courses available in the Ontario curriculum

Grade 9 and 10 Courses:

The following three 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, which 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.

In Grades 9 and 10, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take.

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, which 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.

In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways. In these grades there are also increased opportunities for learning experiences beyond the school, including cooperative education, work experience, and specialized programs such as the Ontario Youth Apprenticeship Program, Specialist High Skills Major programs, and school-work transition programs (see sections 8 and 9).

School boards are required to ensure that students in Grades 11 and 12 have access to an appropriate destination-related course in at least English, mathematics, and science, in accordance with the course types included in the curriculum policy documents for these disciplines.

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 will be identified as prerequisites. Royal Canadian High School will 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. The principal may also initiate consideration of whether a prerequisite should be waived. School has established a procedure for waiving a prerequisite that must be followed. The principal will make his decision in consultation with the parent or the adult student and appropriate school staff. In case a prerequisite is waived, all the documents will be kept in student's OSR.

An explanation of the course coding system

The Ministry of Education has developed common course codes for use in all Ontario Secondary Schools. The use of these codes will greatly assist the identification of courses studied and credits earned by students, when moving from school to school, seeking employment or when submitting applications to post-secondary institutions. All Ontario secondary school courses are coded with three letters and three numbers to indicate the subject, year or grade, and course content level of difficulty. The course code consists of a course title and a five-character code. The Ministry of Education designates the first five characters; the school or board determines the sixth character.

Code Characters	Explanation	Example - ENG 1D
1 st , 2 nd , and 3 rd	Subject discipline of the course in letters	"ENG" indicates an English course
4 th	Grade level as a number * (see below) "1" grade 9 "2" grade 10 "3" grade 11 "4" grade 12	"1" grade 9 or first year
5 th	Type of course as a letter "D" Academic (grades 9 and 10) "P" Applied (grades 9 and 10), "O" Open (all grades) "E" Workplace Preparation (grades 11 and 12) "U" University Preparation (grades 11 and 12) "C" College Preparation (grades 11 and 12) "M" University/College Preparation (grades 11 and 12)	"D" Academic course

Description of all the courses offered by Royal Canadian High School

Some courses may not be offered due to low enrolment. A minimum of 3 students are required to offer a course.

Access to School Calendar and outlines of the courses of study

Parents and/or students who want to review Royal Canadian High School Course Calendar or Course Outlines may do so by contacting Royal Canadian High School' office.

Access to Ontario Curriculum policy documents

Parents and/or students who require access to Ontario Curriculum policy document may do so by contacting the principal or visit: <http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>

Policy regarding student withdrawal from courses in Grades 9 and 10

The Course Withdrawal Deadline is the last day students may withdraw from courses to avoid a possible academic penalty. Course Withdrawal Deadlines are set at 60% of course length or one week after receiving the midterm report card.

To avoid academic penalty, all students must submit a Course Withdrawal Form to our office in writing. The Withdrawal Form is available at Royal Canadian High School' office. If student is under the age of 18, the signatures of parents or guardian are required.

The credits that a student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST, regardless of how or where the credits were earned.

In Grades 9 and 10 the student's achievement, with percentage grades earned and credits gained, are recorded only for successfully completed courses.

Policy regarding student withdrawal from courses in Grades 11 and 12

The Course Withdrawal Deadline is the last day students may withdraw from courses to avoid a possible academic penalty. Course Withdrawal Deadlines are set at 60% of course length or one week after receiving the midterm report card.

To avoid academic penalty, all students must submit a Course Withdrawal Form to our office in writing. The Withdrawal Form is available at Royal Canadian High School' office. If student is under the age of 18, the signatures of parents or guardian are required.

In Grades 11 and 12, all attempts, withdrawals and repeats of courses are recorded on the OST, showing percentage grades earned, credits granted (if successful), or "W" for withdrawn before completion. (Students repeating a course for which they have already received a credit, will have marks from all attempts recorded, but only one credit is granted).

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.

Prior Learning Assessment and Recognition (PLAR) for Regular Day School

Students

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages courses; for Levels 2, 3, and 4 in international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.

Students Transferring from Home Schooling, a Non-Inspected Private School, or a School outside Ontario

Secondary students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, 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 Ontario Student Transcript. 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. Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision, and the rationale for the placement, to the student and parents. The principal should note the results of his or her assessment and the reasons for the decision in the student's Ontario Student Record.

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: <ul style="list-style-type: none"> • English • mathematics • science 	3 2 1	2 1 0	1 0 0	1 ^a 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.

Prior Learning Assessment and Recognition (PLAR) for Mature Students

Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students. Principals will determine the number of credits, including compulsory credits that a mature student needs in order to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 Grade 9 and 10 equivalency credits may be granted to a mature student following individual assessments.

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways: (1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process (currently, Royal Canadian High School does not offer this option); (2) they may present education and/or training credentials for assessment through the equivalency process; or (3) they may take the course. It should be noted that Levels 2 and 3 in classical languages are equivalent to Grades 11 and 12, respectively; that Levels 3 and 4 in international languages are equivalent to Grades 11 and 12, respectively; and that Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12, respectively.

Mature students must earn a minimum of 4 Grade 11 and 12 credits by taking the courses at a secondary school. Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.

Mature students working towards the OSSD under OS/OSS must also satisfy the diploma requirements with regard to the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities that a mature student will have to complete.

Schools Terms and Reporting Periods

Royal Canadian High School is a three-semester school (3 terms/semesters) with two reporting periods per semester. Reporting requirements include a first report cards (November – April and August), and an end-of-semester report cards (January – June and October). Current school year reporting dates are provided on the Royal Canadian High School website under “Academic-Calendar”.

Report Cards

Students’ progress is recorded and tracked using various assessment tools including essays, exams, quizzes, unit projects, oral presentations and assignments. Ongoing parent/teacher communication is encouraged through use of daily planners, monthly phone calls and/or emails to guardians/parents. Parental feedback is welcome at all times. A report card is issued at the end of each semester. There are two report cards per semester. Midterm Report Cards (percentage grades, learning skills and comments for all students) and Final Report cards (final percentage grades, learning skills and comments for all students).

If you are over the age of 18, information about you or your course work will be released only to you unless you give us your written and signed permission to release it to someone else. This restriction includes parents and friends. Information will only be released through written consent of the adult student or the parent/guardian of a student less than 18 years of age.

Once you are enrolled with the School, please remember to notify us if your address or telephone number changes.

Ontario Student Record (OSR)

(from Ontario Student Record (OSR) Guideline, 2000)

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 act also regulates access to an OSR and states that the OSR is “privileged for the information and use of supervisory officers and the principal and

teachers of the school for the improvement of instruction” of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.

Ontario School Transcript (OST)

An Ontario Student Transcript is the official record of your secondary school academic achievement. The transcript lists the courses you have successfully completed with the School, the final marks you earned, and the credit value of each course.

- The credits that a student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST, regardless of how or where the credits were earned.
- In Grades 9 and 10 the student’s achievement, with percentage grades earned and credits gained, are recorded only for successfully completed courses.
- In Grades 11 and 12, all attempts, withdrawals and repeats of courses are recorded on the OST, showing percentage grades earned, credits granted (if successful), or “W” for withdrawn before completion. (Students repeating a course for which they have already received a credit, will have marks from all attempts recorded, but only one credit is granted).*
- Identification of any course that has been substituted for a compulsory course will be made.
- Confirmation that the student has completed the Community Involvement requirement will be noted.
- Confirmation that the student has successfully completed the Literacy requirement will be noted.
- Any extraordinary circumstances affecting the student's achievement in the senior grades may be noted, if appropriate.
- Completion of a program of specialization in a subject area may be noted.

Full Disclosure

The Ontario Ministry of Education has instructed that schools in Ontario implement a policy of full disclosure in September 1999. This policy states that all grade 11, 12 courses attempted by students must be recorded on Ontario Student Transcripts. This means that any course completed, dropped or failed will appear on a student transcript along with the marks earned in the program. We should follow the rules set in “dropping a course”. People needing a certified copy of their Ontario Student Transcript are required to contact Royal Canadian High School office. If the student is currently attending another school - public or private - and is simply taking a single

course from Royal Canadian High School, then that student's OSR will reside at the school that the student is attending as a full time student. Royal Canadian High School establishes or obtains the student OSR containing the OST, only if the student becomes the sole responsibility of Royal Canadian High School.

Supports and Resources

Supports for English language learner

English language learners are students whose first language is a language other than English. They come from diverse backgrounds and school experiences, and have a wide variety of strengths and needs. Following a written and verbal tests, we place them in one of: ESLAO, ESLBO, ESLCO, ESLDO or ESLEO. Royal Canadian High School ensures that programs and supports are in place for these students as they develop proficiency in English. All teachers share in the responsibility for the English language development of these students. Teachers adapt the instructional program to address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment.

Computer and Network Acceptable Use Policy

The school reserves the right to monitor all material in user accounts on the file server in order to determine the appropriateness of computer use when a challenge has arisen. The following processes have been put into place:

The Moodle at Royal Canadian High School is a Learning Management System (LMS) and is intended for educational purposes only. Any use of any LMS tool within course for any other purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.

Student access into the LMS is provided as long as the student follows the guidelines set by the school Principal, provincial, and federal laws.

If the LMS is used inappropriately or in a prohibited manner, the principal reserves the right to terminate the registration or suspend the user. There is the possibility of further disciplinary action including legal prosecution, if the appropriate laws, regulations, or contracts deem it necessary.

Malicious LMS network damage, interference or mischief will be reported to the appropriate authorities.

It is important to be aware that activities in an online environment are not private. The school reserves the right to monitor all material that is placed in a user's account and to remove it if deemed necessary.

The security of the online environment is only as effective as the practices of its users. Therefore, it is important that the student user:

Never reveal your Royal Canadian High School password to any individual, except their parents or guardians.

Any email or chat message which causes concern or any message which requests inappropriate personal information must be reported to the principal.

Any attempt to vandalize, harm or destroy data of another user is prohibited. Any attempt to vandalize the data of the course or school is also prohibited.

COURSE DESCRIPTIONS

The courses are listed alphabetically by discipline and then by grade. Prerequisites, if necessary, are noted. All courses are full-credit unless otherwise noted.

THE ARTS

Grade 9	Grade 10	Grade 11	Grade 12
ADA1O AVI1O	ADA2O AVI2O ASM2O	AVI3O AVI3M	AVI4M

Drama

Grade 9, Open _____ ADA1O

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. Prerequisite: None

Visual Arts

Grade 9, Open AVI10

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. **Prerequisite:** None

Drama

Grade 10, Open ADA20

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. **Prerequisite:** None

Visual Arts

Grade 10, Open AVI20

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

Media Arts

Grade 10, Open ASM20

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

Visual Arts

Grade 11, University/College AVI3M

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, and information design). **Prerequisite:** Visual Arts, Grade 9 or 10, Open

Visual Arts

Grade 11, Open AVI3O

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

Visual Arts

Grade 11, University/College AVI4M

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. **Prerequisite:** Visual Arts, Grade 11, University /College Preparation

BUSINESS STUDIES

Grade 9	Grade 10	Grade 11	Grade 12
BBI1O BTT1O	BBI2O BTT2O	BAF3M BTA3O	BAT4M BBB4M BOH4M

Introduction to Business

Grade 9 or 10, Open BBI1O, BBI2O

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

Information and Communication Technology in Business

Grade 9 or 10, Open BTT1O, BTT2O

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

Prerequisite: None

Financial Accounting Fundamentals

Grade 11, University/College Prep BAF3M

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting. **Prerequisite:** None

Information and Communication Technology: The Digital Environment

Grade 11, Open BTA3O

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this

course will prepare students for success in the workplace and/or postsecondary studies.

Prerequisite: None

Financial Accounting Principles

Grade 12, University/College Prep BAT4M

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

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

International Business Fundamentals

Grade 12, University/College Prep BBB4M

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

Prerequisite: None

Business Leadership: Management Fundamentals

Grade 12, University/College Prep BOH4M

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

Prerequisite: None

CANADIAN AND WORLD STUDIES

Grade 9	Grade 10	Grade 11	Grade 12
CGC1D	CHC2D	CHW3M	CLN4U
CGC1P	CHC2P	CLU3M	CGW4U
	CHV2O	CPC3O	CPW4U
		CGG3O	CHI4U
			CHY4U

Issues in Canadian Geography

Grade 9, Academic **CGC1D**

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

Issues in Canadian Geography

Grade 9, Applied **CGC1P**

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations. **Prerequisite:** None

Canadian History since World War I

Grade 10, Academic

CHC2D

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

Canadian History since World War I

Grade 10, Applied

CHC2P

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada. **Prerequisite:** None

Civics and Citizenship

Grade 10, Open, 0.5 credit

CHV2O

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in

which government policy affects individuals' lives and the economy, and ways for students to serve their communities. **Prerequisite:** None

World History to the End of the Fifteenth Century

Grade 11, University/College Prep CHW3M

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras. **Prerequisite:** Canadian History since World War I, Grade 10, Academic or Applied

Understanding Canadian Law

Grade 11, University/College Prep CLU3M

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them. **Prerequisite:** Canadian History since World War I, Grade 10, Academic or Applied

Politics in Action: Making Change

Grade 11, Open CPC3O

This course enables students to develop plans for change in the local, national, and/or global community. Students will explore various issues, investigating their causes as well as their impact, and determining where change is needed, and why. They will examine the effectiveness of various problem-solving strategies used by individuals and groups that have brought about and/or are attempting to bring about political change in democratic societies. In addition, students will analyse the role and perspectives of governments and other stakeholders in relation to issues of political importance and will consider factors affecting their own and others' political engagement. Students will apply the concepts of political thinking and the political inquiry process as they

investigate various issues of political importance and develop a plan of action to address a selected issue. **Prerequisite:** Civics and Citizenship, Grade 10, Open

Canadian and International Law
Grade 12, University Preparation CLN4U

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts. **Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

Travel and Tourism: A Regional Geographic Perspective
Grade 11, Open CGG30

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities. **Prerequisite:** Issues in Canadian Geography, Grade 9, Academic or Applied

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

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

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

Canadian and International Politics
Grade 12, University Preparation CPW4U

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

Canada: History, Identity, and Culture
Grade 12, University Preparation CHI4U

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

World History since the Fifteenth Century
Grade 12, University Preparation CHY4U

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

CLASSICAL AND INTERNATIONAL LANGUAGES

Level 1	Level 2	Level 3
LYTBD	LYTCU	LYTDU

International Languages: Turkish

Level 1, Academic LYTBD

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

Prerequisite: None

International Languages: Turkish

Level 2, University Preparation LYTCU

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning. **Prerequisite:** Prerequisite: International Languages, Level 1, Academic

International Languages: Turkish

Level 3, University Preparation LYTDU

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of

diverse communities where the language is spoken, and develop skills necessary for lifelong language learning. **Prerequisite: International Languages, Level 2, University Preparation**

COMPUTER STUDIES

Grade 10	Grade 11	Grade 12
ICS2O	ICS3U	ICS4U

Introduction to Computer Studies

Grade 10, Open ICS2O

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

Introduction to Computer Science

Grade 11, University Preparation ICS3U

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. **Prerequisite:** None

Computer Science

Grade 12, University Preparation ICS4U

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. **Prerequisite:** Introduction to Computer Science, Grade 11, University Preparation

English

Grade 10, Academic

ENG2D

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

English

Grade 10, Applied

ENG2P

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course. **Prerequisite:** English, Grade 9, Academic or Applied

Literacy Skills: Reading and Writing

Grade 10, Open

ELS2O

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies. **Prerequisite:** English, Grade 9, Academic or Applied, or a Grade 9 English LDCC (locally developed compulsory credit) course

English

Grade 11, University Preparation ENG3U

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. **Prerequisite:** English, Grade 10, Academic

Presentation and Speaking Skills

Grade 11, Open EPS3O

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations. **Prerequisite:** English, Grade 10, Academic or Applied

English

Grade12, University Preparation ENG4U

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. **Prerequisite:** English, Grade 11, University Preparation

Studies in Literature

Grade 12, University Preparation ETS4U

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project. **Prerequisite:** English, Grade 11, University Preparation

The Writer's Craft

Grade 12, University Preparation EWC4U

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

Ontario Secondary School Literacy Course

Grade 12, Open OLC40

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing. Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

ENGLISH AS A SECOND LANGUAGE

Level 1	Level 2	Level 3	Level 4	Level 5
ESLAO	ESLBO	ESLCO	ESLDO	ESLEO

English as a Second Language

ESL Level 1, Open **ESLAO**

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. **Prerequisite:** None

English as a Second Language

ESL Level 2, Open **ESLBO**

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. **Prerequisite:** ESL Level 1 or equivalent

English as a Second Language

ESL Level 3, Open **ESLCO**

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. **Prerequisite:** ESL Level 2 or equivalent

English as a Second Language

ESL Level 4, Open **ESLDO**

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. **Prerequisite:** ESL Level 3 or equivalent

English as a Second Language
ESL Level 5, Open ESLEO

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. **Prerequisite:** ESL Level 4 or equivalent

FRENCH AS A SECOND LANGUAGE

Grade 9	Grade 10	Grade 11	Grade 12
FSF1D FSF1P FSF1O	FSF2D FSF2P	FSF3U	FSF4U

Core French

Grade 9, Academic FSF1D

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** Minimum of 600 hours of French instruction, or equivalent

Core French

Grade 9, Applied **FSF1P**

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** Minimum of 600 hours of French instruction, or equivalent

Core French

Grade 9, Open **FSF1O**

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning. **Prerequisite:** None

Core French

Grade 10, Academic **FSF2D**

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** Core French, Grade 9, Academic or Applied

Core French
Grade 10, Applied

FSF2P

This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through using language learning strategies for understanding texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** Core French, Grade 9, Academic or Applied

Core French, Grade 11, University Preparation
Grade 11, University Preparation

FSF3U

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** Core French, Grade 10, Academic

Core French, Grade 12, University Preparation
Grade 12, University Preparation

FSF4U

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** Core French, Grade 11, University Preparation

GUIDANCE AND CAREER EDUCATION

Grade 10	Grade 11	Grade 12
GLS2O	GWL3O	GLS4O

Career Studies

Grade 10, Open, 0.5 credit GLC2O

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school. **Prerequisite:** None

Designing Your Future

Grade 11, Open GWL3O

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success. **Prerequisite:** None

Advanced Learning Strategies: Skills for Success after Secondary School

Grade12, Open GLS4O

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals. **Prerequisite:** For GLS4O – None For GLE4O and GLE3O – Recommendation of principal

HEALTH AND PHYSICAL EDUCATION

Grade 9	Grade 10	Grade 11	Grade 12
PPL1O	PPL2O	PPL3O PPZ3C	PPL4O PSK4U

Healthy Active Living Education

Grade 9, Open **PPL1O**

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. **Prerequisite:** None

Healthy Active Living Education

Grade10, Open **PPL2O**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. **Prerequisite:** None

Healthy Active Living Education

Grade 11, Open **PPL3O**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. **Prerequisite:** None

Health for Life

Grade 11, College Preparation **PPZ3C**

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion. **Prerequisite:** None

Healthy Active Living Education

Grade 12, Open **PPL40**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. **Prerequisite:** None

Introductory Kinesiology

Grade 12, University Preparation **PSK4U**

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

MATHEMATICS

Grade 9	Grade 10	Grade 11	Grade 12
MTH1W	MPM2D MFM2P	MCR3U MCF3M MEL3E	MDM4U MHF4U MCV4U

Principles of Mathematics

Grade 9, De-streamed MTH1W

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking. **Prerequisite:** None

Principles of Mathematics

Grade 10, Academic MPM2D

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **Prerequisite:** Grade 9 mathematics, Academic or Mathematics Transfer

Foundations of Mathematics

Grade 10, Applied MFM2P

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

Prerequisite: Grade 9 mathematics, Academic or Applied

Functions

Grade 11, University Preparation MCR3U

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **Prerequisite:** Principles of Mathematics, Grade 10, Academic

Functions and Applications

Grade 11, University/College Prep MCF3M

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

Mathematics for Work and Everyday Life

Grade 11, Workplace Preparation MEL3E

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a ministry-approved locally developed Grade 10 mathematics course

Mathematics of Data Management

Grade 12, University Preparation MDM4U

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

Advanced Functions

Grade 12, University Preparation MHF4U

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended

both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. **Prerequisite:** Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

Calculus and Vectors

Grade 12, University Preparation MCV4U

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. **Note:** The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

SCIENCE

Grade 9	Grade 10	Grade 11	Grade 12
SNC1W	SNC2D SNC2P	SBI3U SCH3U SPH3U	SBI4U SCH4U SPH4U

Science

Grade 9, De-streamed SNC1W

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens. **Prerequisite:** None

Science

Grade 10, Academic SNC2D

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their

scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter. **Prerequisite:** Science, Grade 9, Academic or Applied

Science

Grade 10, Applied SNC2P

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter. **Prerequisite:** Science, Grade 9, Academic or Applied

Biology

Grade 11, University Preparation SBI3U

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

Chemistry

Grade 11, University Preparation SCH3U

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

Physics

Grade 11, University Preparation **SPH3U**

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

Biology

Grade 12, University Preparation **SBI4U**

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. **Prerequisite:** Biology, Grade 11, University Preparation

Chemistry

Grade 12, University Preparation **SCH4U**

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

Physics

Grade 12, University Preparation **SPH4U**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special

relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. **Prerequisite:** Physics, Grade 11, University Preparation

SOCIAL SCIENCES AND HUMANITIES

Grade 9	Grade 10	Grade 11	Grade 12
HIF1O HFN1O	HIF2O HFN2O	HFC3M HPC3O HRT3M HSP3U	HFA4U HSB4U HSC4M HHS4U

Exploring Family Studies

Grade 9 or 10, Open HIF1O/2O

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

Food and Nutrition

Grade 9 or 10, Open HFN1O/2O

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

Food and Culture

Grade 11, University/College Prep HFC3M

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world. **Prerequisite:** None

Raising Healthy Children

Grade 11, Open

HPC30

This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing. **Prerequisite:** None

World Religions and Belief Traditions: Perspectives, Issues, and Challenges

Grade 11, University/College Prep

HRT3M

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

Introduction to Anthropology, Psychology, and Sociology

Grade 11, University Preparation

HSP3U

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines. **Prerequisite:** The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

Nutrition and Health

Grade 12, University Preparation

HFA4U

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

Challenge and Change in Society

Grade 12, University Preparation HSB4U

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

World Cultures

Grade 12, University/College Prep HSC4M

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethno cultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity. **Prerequisite:** Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

Families in Canada

Grade 12, University Preparation HHS4U

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships. **Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

TECHNOLOGICAL EDUCATION

Grade 9	Grade 10	Grade 11
TIJ1O	TGJ2O TEJ2O	TFJ3C TGJ3M

Exploring Technologies

Grade 9, Open **TIJ1O**

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

Communications Technology

Grade 10, Open **TGJ2O**

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

Computer Technology

Grade 10, Open **TEJ2O**

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

Hospitality and Tourism

Grade 11, College Preparation **TFJ3C**

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry. **Prerequisite:** None

Communications Technology
Grade 11, University/College Preparation
TGJ3M

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

Prerequisite: None

Courses Offered for the 2022 – 2023 Academic Year

	Grade 9	Grade 10	Grade 11	Grade 12
Art	AVI1O	AVI2O	AVI3O	AVI4M
Business Studies	BBI1O BTT1O	BBI2O BTT2O	BAF3M BTA3O	BAT4M BBB4M BOH4M
Canadian and World Studies	CGC1D CGC1P	CHC2D CHC2P CHV2O	CGG3O CHW3M CLU3M CPC3O	CHI4U CHY4U CGW4U CLN4U CPW4U
International Languages		LYTBD	LYTCU	LYTDU
Computer Studies		ICS2O	ICS3U	ICS4U
English	ENG1D ENG1P	ENG2D ENG2P ELS2O	ENG3U ENG3C EPS3O	ENG4U ENG4C ETS4U EWC4U OLC4O
English as a Second Language	ESLAO ESLBO	ESLCO ESLDO	ESLEO	
French	FSF1O	FSF2D FSF2P	FSF3U	FSF4U
Guidance and Career Studies		GLC2O	GWL3O	GLS4O

Health and Physical Education	PPL1O	PPL2O	PPL3O PPZ3C	PPL4O PSK4U
Mathematics	MTH1W	MPM2D MFM2P	MCF3M MCR3U MEL3E	MCV4U MDM4U MHF4U
Science	SNC1W	SNC2D SNC2P	SBI3U SCH3U SPH3U	SBI4U SCH4U SPH4U
Social Studies and Humanities	HIF1O HFN1O	HIF2O HFN2O	HFC3M HPC3O HSP3U HRT3M	HFA4U HHS4U HSB4U HSC4M
Technical Education	TIJ1O	TGJ2O TEJ2O	TFJ3C TGJ3M	