



CONVOY INTERNATIONAL SECONDARY ACADEMY - ESSA

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A Convoy International Education-Philosophy

CISA aims to inspire lifelong learners through academic success and to have a zest for learning.

Our students graduate as intellectually astute, culturally adept, unfailingly empathetic young citizens, prepared not only for top universities but for the significant lives they plan to lead. At the core of CISA is the view that all students can meet with success given the right opportunities and tools. By providing our students with a variety of opportunities and assessment strategies, the student will be able to reach their full potential. CISA strives to support students in their aspiration to gain entrance to the post-secondary institute of their choice. In doing so, we ensure to provide our students with a wide variety of courses to ensure that the student is engaged and challenged.

The Requirements to Remain and Finish school

There are endless arguments why completing high school is important. Completing high school is deemed as the minimum requirement for successful employment. There are cases where people can and do get jobs without a high school diploma, without a high school education one will earn less over their lifespan than someone with post-secondary education.

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

Society also benefits from 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.

Convoy International Secondary Academy 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 variety of interesting and useful electives and a strong

core curriculum. The key to our successful learning environment is the strong and caring staff that ensure the success for every student.

Students' Responsibilities

All Students enrolled at Convoy International Secondary Academy have certain responsibilities. These responsibilities include:

- coming to school on time and being ready to learn;
- showing respect for oneself, for others and for those in authority;
- not bringing anything to school that may compromise the safety of others;
- following the rules and taking responsibility for one's actions.
- Regular and punctual attendance is essential for every student to achieve academic success. Parents can help by ensuring that any absences are necessary and valid. If the process of learning is disrupted by irregular attendance, learning experiences are lost and cannot be made up completely. Students who habitually miss classes will be disadvantaged in the evaluation processes because their participation and daily work cannot be adequately assessed.
- It is the student's responsibility to be honest in all aspects of academic work.
- The following behaviours are unacceptable and will not be tolerated:
 - physical, verbal, sexual or psychological abuse; bullying; or discrimination on the basis of race, culture, religion, gender, language, disability, sexual orientation, or any other attribute.

Students' 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.

In each semester the student will receive both a mid-term report card and a final report card. The report cards will be distributed on the following dates:

Semester 1

Mid-Term Report Card: October 5, 2020

Final Report Card: November 19, 2020

Semester 2

Mid-Term Report Card: December 14, 2020

Final Report Card: February 8, 2021

Semester 3

Mid-Term Report Card: March 8, 2021

Final Report Card: April 26, 2021

Semester 4

Mid-Term Report Card: May 25, 2021

Final Report Card: July 5, 2020

Students' Attendance

Inappropriate and undocumented absences are truancies. Students who are truant at the time of evaluations may be affected and their true level of achievement misrepresented. At Convoy International Secondary Academy we believe that the best way to report and address this issue is relating it to the development of learning skills and work habits of students. Professional judgment of a teacher and acting within the policies and guidelines of the board will most benefit student learning.

This policy is applied to all students from grade 9 to 12 at Convoy International Secondary Academy. We expect all students to attend all their classes to achieve the highest level of accomplishment. Also we understand that due to particular circumstances it might happen that students are not able to attend scheduled classes. At Convoy International Secondary Academy, we hold students accountable for their significant absences.

A significant absence is defined as:

- An absence of more than 3 consecutive classes during working periods which have not been explained to and accepted by the course teacher;
- An absence of any duration if it prevents a student from attending an examination or meeting a deadline for handing in a project or an assignment.

All teachers at Convoy International Secondary Academy are responsible for completing the Student Absence Form. This form and associated documents (medical notes, hospital note and/or note from the police) will be kept in student files and the results will be summarized in students' report cards.

Student Services

CISA offers their students both academic and mental well-being support. Each student is assigned an advisor who follows them from the student's first year until their final day at CISA.

The advisor meets with the student on a continued basis to discuss their progress and goal setting. For those students who have been identified and have an IEP, their advisor will discuss with the student additional supports to ensure they meet with success. These might include tutoring or additional time on assessments. If you have an IEP, please inform either your advisor or the Principal so that the IEP can be discussed and implemented where possible.

In their final academic year, each student will discuss with their advisor the application process for post-secondary education. The student will receive support applying to post-secondary education. For those students who will be applying to post-secondary education in the United States, support is also given to help the student prepare for the SAT.

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. Convoy International Secondary Academy 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.

GAP YEAR

Some students at CISA might decide to return upon graduation for a Gap Year before entering post secondary education. Students who are interested in this option should discuss this with the Principal as this is handled on a case-by-case basis.

Semester Dates 2020-2021

For the academic school year 2020-2021, Convoy International will have 4 semesters. The following are the dates for each semester:

- Semester 1 September 8, 2020-November 10, 2020 Inclusive
- Semester 2 November 11, 2020 -January 29, 2021 Inclusive
- Semester 3 February 1, 2021-April 20, 2021 Inclusive
- Semester 4 April 21, 2021- June 30, 2021 Inclusive

School Calendar Dates 2020-2021

- First Day of School Tuesday September 7
- Professional Activity Day (No School) Friday September 25
- Semester 1 Mid-Term Report Monday October 5

Thanksgiving (School Closed)	Monday October 12
First Semester 1 Exams	Monday November 9 & Tuesday November 10
First Semester final Report	Thursday November 19
Second Semester Mid-Term Report	Monday December 14
Christmas Holidays (School Closed)	Monday December 21-January 1 Inclusive
Final Semester 2 Exams	Thursday January 28 & Friday January 29
Second Semester final Report	Monday February 8
Family Day (School Closed)	Monday February 15
Professional Activity Day (School Closed)	Friday February 26
Third Semester Mid-Term Report	Monday March 8
March Break (School Closed)	Monday March 15-Friday March 19
Good Friday (School Closed)	Friday April 2
Easter Monday (School Closed)	Monday April 5
Final Semester 3 Exams	Monday April 19 & Tuesday April 20
Third Semester final Report	Monday April 26
Victoria Day (School Closed)	Monday May 24
Fourth Semester Mid-Term Report	Tuesday May 25
Final Semester 4 Exams	Monday June 28 & Tuesday June 29
Professional Activity Day (School Closed)	Wednesday June 30
Fourth Semester final Report	Monday July 5

2020-2021 TimeTable

Period 1	9:00 a.m. – 11:30 a.m.
Lunch	11:30-12:30 p.m.
Period 2	12:35 p.m.- 3:10 p.m.

Course Selection Process

The course selection process is provided to assist students and parents with the selection of academic courses for the 2020-2021 school year. A complete description of all courses will be made available to the parents and students to assist them in the decision-making process. Please keep in mind that our student timetable is generated by the students' selection. We always attempt to accommodate a student's first choice of subjects but cannot guarantee. The student will pick their courses after a consultation with an academic advisor. Convoy offers a wide variety of interesting and academically challenging courses; however, it is possible some of the course selections offered may have to be cancelled if student enrolment is not sufficient.

Ontario Secondary School Diploma (OSSD)

In order to receive a secondary school diploma, a student must have 18 compulsory credits and 12 elective credits, for a total of 30 credits. Those Students who are planning to attend University, must have at least six grade twelve credits, one of which must be core English (ENG4U).

Students must earn the following compulsory credits:

- 4 English (1 credit per grade)
- 3 Mathematics (1 credit in grade eleven or twelve)
- 2 Science
- 1 Canadian History
- 1 Canadian Geography
- 1 Arts
- 1 Health and Physical Education
- 1 French as a Second Language
- 0.5 Career Studies
- 0.5 Civics

Plus one credit from each of the following groups:

- group one: additional credit in English or French as a Second Language or Classical or International Language or a Native Language or Social Science or Canadian and World Studies or Guidance and Career Education

- group two: additional credit in Health and Physical Education or the Arts or Business or French as a Second Language
- group three: additional credit in Science (Grade 11 or 12) or technological education or French as a Second Language or Computer Studies.

A maximum of two credits in French as a Second Language can count as compulsory: one from group two and one from either group one or group three.

In addition to obtaining 30 credits in total,

- students must have completed a minimum of 40 hours of community involvement, and
- students must have passed the Ontario Secondary School Literacy Test.

Alternatives to Secondary School Diploma

By law all students must attend school until they have reached the legal age of 18 or have fulfilled the obligations required for the Ontario Secondary School Diploma. Upon reaching the age of 18 and the students have not fulfilled these requirements and wish to withdraw from CISA, they potentially qualify for an Ontario Secondary Certificate or Certificate of Accomplishment. The student can discuss these options in more detail with the Principal and Academic Advisor.

Ontario Secondary School Certificate

Students who withdraw from Convoy International Secondary Academy before fulfilling the obligations for the Ontario Secondary Diploma may be granted the Ontario Secondary School Certificate. The student must complete 14 credits. The credit requirements are:

Compulsory credits (total of 7):

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

Optional credits (total of 7) 7 credits selected by the student from available courses.

Certificate of Accomplishment

Students who withdraw from Convoy International Secondary Academy before fulfilling the obligations for the Ontario Secondary Diploma or Ontario Secondary Certificate may be granted a Certificate of Accomplishment. Students who are contemplating enrolling in a vocation program, other type of program or entering the job force would qualify for the Certificate of Accomplishment. If the student decides to return to continue their studies in either credit or non-credit courses will not be issued a new certificate.

Definition of a Credit

A credit is defined as the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to a student by the Principal on behalf of the Ministry of Education.

Prerequisite Courses

For grades 10, 11 & 12, the Ministry of Education determines the specific course the student will be required to complete before selecting the next level course. Such courses are made available to both students and parents/guardians through the curriculum documents on the Ministry Website. In certain circumstances, the Principal may wave the prerequisite if they feel it would be of benefit to the students. In such situations, consultation will be made with both the student and the parent/guardian.

Variety of Courses Offered

Convoy International Secondary Academy offers a variety of courses. The majority of our courses are at the Academic or University level. In order for students to offer the students a variety of options, there are also some “Open”, “College” and “Mixed” courses being offered. University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. College courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs and mixed courses can be either used for university or college programs.

Course Coding

Courses are designated by a common course code throughout the province. The first three characters of the Course Code are assigned by the Ministry of Education and represent the discipline, the subject and the course. The fourth character refers to the grade of the course (1 for grade nine, 2 for grade ten, 3 for grade eleven, 4 for grade twelve). The fifth character indicates the course type or stream: D for academic, P for applied, O for open, U for university, and M for university/college. For example ENG3U means English for grade 11 at the university level.

Course Outlines

Convoy International retains up-to-date outlines of all courses of study. These outlines are premised on the requirements set out by the Ministry of Education. Each course outline contains the following information:

- the name of the Ministry guideline on which the course is based
- the type of the course (Academic, Open, University or University/College)
- the credit value of the course
- the expectations of the course
- the content of the course in the sequence in which it will be studied
- the evaluation practices to be used
- teaching strategies
- the selected textbooks and other resources used.

These outlines of courses of study are readily available from the Principal for parents and students to prereview. All curriculum documents are also accessible on the Ministry of Education's website: www.edu.gov.on.ca.

Course Changes and Withdrawal

Students may decide to change courses or withdraw from a course once the school year has begun. A change of any kind must be considered very carefully and be beneficial to the academic progress of the student. Students must make sure that these changes will not be detrimental to their ability to meet diploma requirements. Students who wish to change a course or add a course must have a meeting with an Academic Advisor to discuss such a decision. Please note that course changes can only be made within the first 2 weeks after the semester has commenced. Course withdrawals must be completed 5 days after either a midterm or final report card has been issued.

Academic Full Disclosure

This is very important for students to understand. The Ministry of Education has devised a policy of full disclosure that applies grades 9-12. This policy clearly states that for those students who are in grade 9 & 10, only the most successful percentage will be placed on your Ontario Student Transcript (OST). For those students who are in grade 11 & 12, if they do not withdraw from their course within 5 days after the issue date of either a midterm or final report card, then an entry of a "W" for withdrawal will be

placed on the transcript as well as the current percentage if the student does not complete the course. Also, if a student takes a course multiple times, each final percentage is recorded on the transcript.

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.

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.

Course Challenge

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.

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- 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.

Course Challenge

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

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

Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline.⁵ (See OSS, section 6.6.)

Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process, in accordance with criteria established by the ministry in OSS, section 6.6, and in this memorandum, and to policies and procedures established by the board. In cases where a student who is an adult or the parent of a student who is not an adult disagrees with the decision of the principal about whether or not the student should challenge for credit, the parent or adult student may ask the appropriate supervisory officer to review the matter.

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

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

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

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

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

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

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.

Assessment & Evaluation Policy

In 2010, the Ministry of Education produced a document entitled Growing Success. At Convoy International, the teachers use the principles of this document in the assessment of the students in order to assist the students to improve their learning. The following are the principles of this document:

- Are fair, transparent and equitable for all students;
- Supportive of all students;
- Are carefully planned and aligned with curriculum expectations, learning goals and student learning styles and preferences;
- Are communicated clearly at the beginning of the course;
- Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their skills and knowledge;
- Provide ongoing and timely feedback;
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

The final grade will be calculated by the following:

- 70% of the grade will be based upon assessments throughout the course. These will be based on the most consistent assessment;
- 30% of the grade will be based upon final evaluation which provides the student the opportunity to demonstrate a culmination of their understanding of the course expectations.

All assessments are based upon the Ministry Curriculum Expectations. Convoy International assessment is based on content standards (curriculum expectations) and performance standards (achievement charts) that take three different forms: assessment for learning (AFL) which provides students with descriptive feedback and coaching for improvement; assessment as learning (AAL) which helps students

develop their ability to self-assess and to set individual goals and monitor their own progress; and assessment of learning (AOL), better known as evaluation, that provides evidence of student achievement and is used to help determine a grade. The Growing Success document may be previewed by visiting <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>.

Ontario Student Transcript (OST)

The Ministry of Education has issued an in-depth record listing all high school courses taken by the student inclusive of both credit and non-credit courses. Such a record is placed in the student's Ontario Student Record (OSR).

Ontario Student Record (OSR)

The Ontario Student Record (OSR) is a physical file folder which contains any official school records for a student. An OSR must exist for every student registered in an Ontario School. If a student is new to the country or province, they will not have an OSR and one will have to be set up. If they decide to transfer from Convoy International to another public or private school within the province, then the OSR will be transferred to their new school. All OSR's will be securely stored in the office of the school.

Access to the Ontario Student Record (OSR)

Students and their parents/ guardians may examine these records during regular school hours with a staff administration member from Convoy International. The Ministry of Education stipulates that:

1. Every student is entitled to examine his/her records.
2. A parent or guardian of a student who has not yet reached the age of majority (18 years of age) is entitled to examine the record.
3. A student record is available to the administration and teachers of the School for the purpose of the improvement of instruction for the student.
4. Any other person who wishes to have access to information contained in the Ontario Student Record must have written authorization from the student's parents, or from the student, if they have attained 18 years of age.

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), Grade12. 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.

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.

Community Involvement Hours

As part of the graduation requirements, students are required to complete 40 hours of community involvement. The purpose of this involvement is to make the student aware of their responsibility to give back to the community. A student may commence these 40 hours prior to the year then enter high school. The student is strongly encouraged not to leave these hours until the end of their graduating year. For those students who enter after grade 9, the Principal has the authority to determine the number of hours the student will be required to complete. Before the student completes the activity, they will obtain the community Hours completion form from the office of the school. The Ministry of Education has designated the following activities as Ineligible:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;

- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;

- involves the operation of a vehicle, power tools, or scaffolding;

- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

The following activities are deemed eligible:

- Fundraising for non-profit organizations
- Coaching or assisting sports at the community level
- Church activities such as helping teach Sunday school, bazaars, etc.
- Assisting seniors with chores
- Involvement in community committees, food banks, fairs, etc.
- Participation in environment projects such as recycling projects, etc.

ESL Support

Some students whose English is not their first language might require additional support in order to obtain the language skills necessary for them to meet the course curriculum expectations. Students who require support will be provided with an English Assessment to determine what support they will require. Each course teacher will be responsible for supporting the student in acquiring the language skills necessary for success in their particular course.

University Support

Convoy International Secondary Academy works very closely with the student to help them prepare for the transition to post-secondary education. Sessions are held on such topics as deciding what program to apply for, ensuring that the student has the prerequisite courses, annual visit to the Ontario University Fair and the application fair. Listed below are common course requirements. Students are strongly encouraged to check with their desired university to ensure the requirements have not changed.

Arts

ENG4U

Business & Commerce

ENG4U, MHF4U, MCV4U

Computer Science

ENG4U, MHF4U, MCV4U

Life Sciences

ENG4U, MHF4U, MCV4U as well as 2 other 4U Science courses

Engineering

ENG4U, MHF4U, MCV4U, SCH4U, SPH4U

Kinesiology

ENG4U, MHF4U, SBI4U

SAT Preparation

The SAT is a test which is a requirement for students who are contemplating applying and attending a post secondary institution in the United States. The purpose of the test is to test the preparedness of the student for college. The results from the data is to compare all students who take the test. Convoy International Secondary Academy offers a preparatory course to prepare students for this test.

Code of Conduct

We believe that:

- Everyone has a responsibility to promote a safe environment.
- Everyone should be aware of their rights, as active and engaged citizens. More importantly, everyone should also accept responsibility for protecting their rights and the rights of others.
- All members of the school community are to be treated with respect and dignity, especially those in positions of authority.
- Everyone has a responsibility to resolve conflicts in a way that is civil and respectful. Insults, hurtful acts and a lack of respect for others disrupt learning and teaching in a school community.
- Everyone is expected to resolve conflicts without using violence. Physical aggression is not a responsible way to deal with other people. No one should use an object to injure another person, or even threaten to use an object to injure another person. This is unacceptable and puts everyone's safety at risk.
- Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.
- Alcohol and illegal drugs are addictive and present a health hazard. 'We will work cooperatively with police, drug and alcohol agencies to promote prevention strategies.
- Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

Cell Phone Policy

Convoy International has implemented a no cell phone in class policy. It has been noted that a lot of students use their cell phone in class instead of paying attention which is both disrespectful to the teacher and prohibits them from paying attention to their full potential. This policy is to help students. It is our job to ensure that the students get the most out of their education. The usage of cell phones will be for instructional purposes only and at the discretion of the teacher.

Field Trips Policy

A field trip is an offsite excursion for students. The purpose of field trips is to improve student learning by providing an out of classroom experience. The student is to ensure that they talk to their other course teachers to gather any missed material. It is expected that the students will represent Convoy International Secondary Academy in a positive manner at all times. Failure to comply, may result in the student being sent back to the school at the students' expense.

Health and Safety

Convoy International takes the students health and safety very seriously. We ensure that all students are safe, and their health is not affected in any way being in the school. In case of any emergency, it is crucial for the students to know exactly what to do. We encourage the students to remain calm and follow the teachers and administrators' instructions. At Convoy International, we make sure that nothing is going to happen to jeopardize the student's health (mental or physical) in any way. This includes things like bullying, cyberbullying. Drug use of any manner is prohibited on school grounds, and if a student were to come to class with any drugs in their system, it is an automatic expulsion. Other reasons for immediate expulsion are if the student shows acts of extreme violence, and/or if we find the following with a student on the school property:

1. Drugs/Illegal substances
2. Alcohol
3. Firearms
4. Explosives
5. Weapons

Cyber-bullying

Cyber bullying is stated as bullying an individual through the usage of electronic devices. Such examples but not limited to:

1. Creating a webpage or other social media platform while personating another person.
2. Posting material electronically to numerous individuals or on a platform that is accessible to numerous individuals.

Any student who is deemed to be a willing participant in such activities will be expected to meet with the school administration and the parent/guardian to discuss such actions. The appropriate disciplinary actions will be taken.

Use of Technology

Convoy International Secondary Academy is acutely aware of the benefits that technology brings to the learning environment of the classroom and to each student. It is expected that all students will use technology in a mature and responsible manner. If it has been determined that a student has violated the usage of technology, appropriate measures will be taken to address this issue.

Online Course Policies

Policy: The Definition of Online Attendance

Our school runs asynchronous online courses. Courses are designed to take 110 hours to complete all course assessments including the final exam. The courses have been carefully designed and broken down into units in order to meet the expectations. Online courses take 3 months to complete.

Regular attendance at school is critical for the student's learning and achievement of course expectations. Where in the principal's professional judgement a student's frequent absence from their online course or failure to participate in the planned activities is jeopardizing his or her successful completion of a course, contact with the student and their parent/guardian will be made for any student who is under the age of 18. If a student is over 18, contact will be made directly to the student. The purpose of this contact is to explain the potential consequences of the absences or lack of participation, including failure to gain the credit, and to discuss steps that could be implemented to improve attendance.

Students are expected to login a minimum of 3 times each week, not including scheduled holidays, for the entire duration of their course. If a student fails to login to their course three times in a single week then the absence will be recorded on their report card.

Policy: Online Absences Recording

Student course participation is verified through login records and the consistency of their work, examined by the course instructor over time. If a student fails to attend their course and does not participate in the planned online activities, then the student, and the parents/guardian of the student, who is under 18 years of age, will be contacted by the school principal. An online conference with all the stakeholders involved will be scheduled as soon as possible to ascertain the cause of the absence from the course.

Policy: Outlines of Courses of Study

Online courses are designed to be entirely online and often do not require or rely on any textbook. If a course requires offline activities, then these will be listed in the Course of Study. The instructor will list any additional resources a student may wish to use in this Course of Study.

Policy: Online Exam Proctoring Process

If the final exam is written off-site, then the final exam must be written under the direct supervision of an impartial individual known as the Proctor. The student is responsible for selecting a Proctor and submitting an application to the office 3 weeks in advance of their intended exam date. The application will be reviewed by the school principal and the student will be notified regarding the status of their application. If approved, the Proctor must meet the following criteria in order to be approved:

- Must have a professional University degree and be a working Professional;
- Must provide a business email address for correspondence purposes;
- Cannot be a neighbour, friend or tutor, or anyone related to the student.

Policy: Oral communication Expectations Through the Online Format

Periodically students will plan, prepare and deliver their own oral presentation, to be submitted in various formats through the Moodle system.

Course Offerings

Access to School Calendar and outlines of the courses of study

Parents and/or students who want to review Convoy International Secondary Academy Course Calendar or Course Outlines may do so by contacting Convoy International Secondary Academy' office.

English

END1D-Grade 9 Academic

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

****This course is offered both in-class and on-line**

ENG2D-Grade 10 Academic

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**

ENG3U-Grade 11University Preparation

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

****This course is offered both in-class and on-line**

EPS30-Grade 11 Open

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, interviews, and multimedia presentations. Students 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: NONE**

****This course is offered both in-class and on-line**

ENG4U-Grade 12 University Preparation

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

****This course is offered both in-class and on-line**

ENG4C-Grade 12 College

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace. **Prerequisite: English, Grade 11, College Preparation**

****This course is offered both in-class and on-line**

EWC4U-Grade 12 University Preparation

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: English, Grade 11, College Preparation

OLC4O-Grade 12-Open-The Ontario Secondary School Literacy

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

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

****This course is offered both in-class and on-line**

English AS a Second Language and English Literacy Development

ESLAO-Open-English as a Second Language

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.

ESLBO-Open-English as a Second Language

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.

ESLCO-Open-English as a Second Language

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.

ESLDO-Open-English as a Second Language

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.

****This course is offered both in-class and on-line**

ESLEO-Open-English as a Second Language

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.

****This course is offered both in-class and on-line**

Canadian and World Studies

CGC1D-Grade 9 Academic-Issues in Canadian Geography

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

****This course is offered both in-class and on-line**

CHC2D-Grade 10 Academic-Canadian History since World War 1

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

****This course is offered both in-class and on-line**

CHV2O-Grade 10 Open-Civics and Citizenship

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

****This course is offered both in-class and on-line**

Guidance and Career Education

GLC20-Grade 10 Open-Guidance and Career Education

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**

****This course is offered both in-class and on-line**

Mathematics

MPM1D-Principles of Mathematics

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MPM2D-Principles of Mathematics

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.

****This course is offered both in-class and on-line**

MCR3U-Functions Grade 11

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**

MHF4U-Grade 12-Advanced Functions-University Preparation

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

****This course is offered both in-class and on-line**

MCV4U-Grade 12-Calculus and Vectors-University Preparation

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

****This course is offered both in-class and on-line**

MDM4U-Grade 12-Mathematics of Data Management-University Preparation

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

****This course is offered both in-class and on-line**

MAP4C-Grade 12-Foundations for College Mathematics-College Preparation

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

****This course is offered both in-class and on-line**

Science

SNC1D-Grade 9-Science-Academic

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

compounds; the study of the universe and its properties and components; and the principles of electricity. **Prerequisite: None**

SNC2D-Grade 10-Science-Academic

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**

SBI3U-Grade 11- Biology-University Preparation

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

SBI4U-Grade 12-University Preparation

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

SCH3U-Grade 11-Chemistry-University Preparation

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of

matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Science, Grade 10, Academic

SCH4U-Grade 12-Chemistry-University Preparation

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

SCH4C-Grade 12 Chemistry-College Preparation

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment. **Prerequisite: Science, Grade 10, Academic or Applied**

SPH3U-Grade 11-Physics-University Preparation

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

SPH4U-Grade 12-Physics-University Preparation

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

SPH4C-Grade 12-Physics-College Preparation

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment. **Prerequisite: Science, Grade 10, Academic or Applied**

The Arts

ASM20-Grade 10 Open-Media Arts

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**

****This course is offered both in-class and on-line**

ASM3M-Grade 11 Mixed-Media Arts-University/College Preparation

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values. **Prerequisite: Media Arts, Grade 10, Open**

****This course is offered both in-class and on-line**

ASM4M-Grade 12-Mixed Media Arts-University/College Preparation

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values. **Prerequisite: Media Arts, Grade 11, University/College Preparation**

****This course is offered both in-class and on-line**

AVI20-Grade 10 Open-Visual Arts

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**

****This course is offered both in-class and on-line**

AVI3M-Grade 11 Mixed Visual Arts-University/College Preparation

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design). **Prerequisite: Visual Arts, Grade 9 or 10, Open**

****This course is offered both in-class and on-line**

AVI4M-Grade 12 Mixed-Visual Arts-University/College Preparation

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

****This course is offered both in-class and on-line**

Business Studies

BBI2O-Grade 10 Open-Introduction to Business

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.

****This course is offered both in-class and on-line**

BBB4M-Grade 12 Mixed-International Business-University/College Preparation

The world has become a global marketplace. Large volumes of goods, services, ideas, money, and technology are transported throughout the world, affecting the lives of millions of people in the process. Today, virtually every aspect of economic activity is influenced by international business. As students explore the world of business and the opportunities and challenges that it presents, it is vital that they do so with an appreciation of the impact of the global marketplace and international trade. Through these courses, students will develop a fundamental understanding of the global economy. They will come to appreciate the impact that international business can have on their lives and communities today and on the careers and opportunities they are considering for the future. Through these courses, students will develop a broader and deeper understanding of international issues and concerns and begin to develop an informed awareness of those issues directly affecting their future careers.

****This course is offered both in-class and on-line**

BOH4M-Grade 12 Mixed-Business Leadership Fundamentals-University/College Preparation

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**

****This course is offered both in-class and on-line**

CIA4U-Grade 12 University Preparation-Analyzing Current Economic Issues

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

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

****This course is offered both in-class and on-line**

Social Sciences and Humanities

HSP3U-Grade 11-Introduction to Anthropology, Psychology-University Preparation

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

HFA4U-Grade 12-Nutrition and Health-University Preparation

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease.

Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. **Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies**

****This course is offered both in-class and on-line**

HHS4U-Grade 12-Families in Canada-University Preparation

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**

****This course is offered both in-class and on-line**

HSB4U-Grade 12-Challenge and Change in Society-University Preparation

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

****This course is offered both in-class and on-line**

HZT4U-Grade 12-Philosophy-University Preparation

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics,

epistemology, philosophy of science, social and political philosophy, aesthetics).* Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy. **Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies**