



**EXCEL YOUR EDUCATION ACADEMY
BSID #883259**

COURSE CALENDAR

2025 - 2026

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TABLE OF CONTENTS

GETTING STARTED	4
SCHOOL POLICIES AND PROCEDURES	4
IMPORTANCE OF SECONDARY EDUCATION	4
MANDATORY LEARNING	4
PHILOSOPHIES AND GOALS	5
SCHOOL ORGANIZATION	5
SEMESTERS AND TIMETABLE	5
REPORT CARDS	6
REGISTRATION PROCESS	6
STUDENT EXPECTATIONS	7
ATTENDANCE POLICY.....	8
SCHOOL POLICIES	9
CODE OF CONDUCT.....	9
DIPLOMA AND CERTIFICATES	10
ONTARIO SECONDARY SCHOOL DIPLOMA	10
COMPULSORY AND OPTIONAL CREDIT REQUIREMENTS	10
SUBSTITUTIONS FOR COMPULSORY CREDITS	12
ONLINE LEARNING GRADUATION REQUIREMENT	13
ONTARIO SECONDARY SCHOOL LITERACY TEST	13
ONTARIO SECONDARY SCHOOL LITERACY COURSE	13
ACCOMMODATIONS, DEFERRALS AND EXEMPTIONS	14
COMMUNITY HOURS	15
ONTARIO SECONDARY SCHOOL CERTIFICATE REQUIREMENTS	16
CERTIFICATE OF ACCOMPLISHMENT	16
CURRICULUM	17
DEFINITIONS	17
COURSE CODING SYSTEM	17
COURSE DESCRIPTIONS	18
ACCESS	49
PROGRAM DESCRIPTIONS	50
EXPERIENTIAL LEARNING PROGRAMS	51
WITHDRAWAL POLICIES	51

PROCEDURES TO CHANGE COURSES	51
PRIOR LEARNING ASSESSMENT AND RECOGNITION	51
ALTERNATIVE METHODS TO GAINING CREDITS	52
EVALUATION AND EXAMINATION POLICIES	53
ONTARIO STUDENT RECORD (OSR) AND ONTARIO STUDENT TRANSCRIPT (OST)	55
SUPPORTS AND RESOURCES	56
SCHOOL SUPPORT SYSTEMS AND RESOURCES	56
SPECIAL EDUCATION	57
ACCOMMODATIONS	57
MODIFICATIONS	57
ALTERNATIVE EXPECTATIONS	57
INDIVIDUAL EDUCATION PLAN	57
EDUCATION PROGRAMS	58

GETTING STARTED

The School Calendar for Excel Your Education Academy is designed to inform the public and parents about the choices they have whilst selecting educational courses to enroll in for secondary school. It will also function as outlining the parameters, rules and regulations they must follow during the registration process, while they are learning the courses, as well as what they may do once they have gained a credit.

SCHOOL POLICIES AND PROCEDURES

IMPORTANCE OF SECONDARY EDUCATION

Having a secondary education is a profound asset a person could have. The quality of education they receive will impact the amount of knowledge they gain and the level of guidance that is offered to them would sway opinions on the kind of career path they end up favouring. Social interactions amongst their peers and with their teachers are also fostered and nurtured, which further helps them to build communication and networking skills.

Excel Your Education Academy strives to help people complete their secondary education in an indiscriminate fashion. We strongly believe gaining education is a lifelong process. As such, we do not discriminate against students based on factors such as age, race, or ethnicity. We highly encourage everyone to strive towards their full potential and excel beyond the boundaries they have created for themselves. We help them achieve this excellence by teaching them how to strategize and critically think through problems, exemplifying how to communicate and express their opinions in a clear and concise manner, manage stress and mental health, as well as guiding them on how to correct their errors by monitoring their educational and personal development.

MANDATORY LEARNING

Ontario's Ministry of Education requires students to stay in school and complete their secondary education until they reach the age of eighteen or have reached their Ontario Secondary School Diploma (OSSD).

PHILOSOPHIES AND GOALS

At Excel Your Education Academy, we strongly believe each student has their own style of learning which plays a crucial role in helping them achieve their educational goals. To enhance their capabilities, students will be supplemented with an educational plan that is catered specifically to their learning needs. Apart from intellectual information, students will be provided with a structured environment that will instill them with discipline, time management and organizational skills. They will also have an open space wherein they will be encouraged to ask their questions without any fear of judgment and would have their minds broadened by our diverse textual materials.

SCHOOL ORGANIZATION

Excel Your Education Academy is a private school located in Brampton, Ontario that offers in-person and online classes login via Google Meet and Google Classroom. Keeping in line with our mission in providing students a high quality of education, we acknowledge that each student has a different learning style, and thus mend our teaching methods to suit their needs. To ensure that each student gets the maximum amount of attention, each teacher has a small class size to ensure success for students.

SEMESTERS AND TIMETABLE

Excel Your Education Academy offers courses all year long on both part-time and full-time basis. The school year officially begins on September 3rd 2025 and ends on August 31st 2026. Courses are provided on an open enrollment basis, throughout the school year.

The school's timetable consists of classes being offered seven days a week from 9:00 A.M. - 9:00 P.M.

REPORT CARDS

In order to gain a credit, students must achieve a passing level of fifty percent or higher. If the student fails to achieve this mark, they will have to retake the course.

If a student enrolled in the eleventh or twelfth grade withdraws from a course before the first term report cards are issued, the withdrawal status will not be recorded in the Ontario Student Transcript (OST). There will be a total of two report cards issued during the term. The first would be issued midway during the term, and the second would be issued at the end. It would take approximately three to five business days to give out the report cards.

All students would be delivered an electronic copy of their report card. If they wish to receive a hard copy, they must pick it up in the Excel Your Education Academy office. If they would like to send a copy to a designated school, the student must provide the school's email address so that Excel Your Education Academy may send them a copy.

REGISTRATION PROCESS

Prior to registering for a course at Excel Your Education Academy, parents/guardians and students are required to go through the school's policies and procedures to ensure that they understand and agree to the process of payment, the way the curriculum is set up and what the expectations are for the student.

If the student is originally enrolled in a different school and wishes to gain a credit at Excel Your Education Academy, they must provide a copy of their OST. At that point, they would be accepted only if they hold the necessary prerequisites for the course they wish to enroll in.

To complete the registration process, a consultation would be required. After which a payment of \$700/credit would need to be made via cash, cheque or e-transfer.

International students' fees are \$900/credit.

Please note: All Credits are non-refundable

STUDENT EXPECTATIONS

While the school would do its best to accommodate the students' needs, the student also holds the responsibility to come prepared to every class. This includes having the necessary supplies such as pencils, erasers, notebooks, calculators, geometric sets and textbooks for in-person classes. For online classes, the student must have access to a high speed internet, a computer or a laptop, and a microphone.

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned. Excel Your Education Academy is committed to develop strategies for helping students understand the gravity of such behaviour and the importance of acknowledging the work of others. Excel Your Education Academy staff will guide students for the:

- prevention of cheating and plagiarizing
- detection of incidents of cheating and plagiarizing
- consequences for students who cheat or plagiarize

The Principal will reflect a continuum of behavioural and academic responses and consequences, based on at least the following four factors:

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

Students must complete and submit assignments, labs, essays and culminating activities on time. If the student has any questions about the assigned tasks or exams, or would like to request extra time to complete them, they may communicate it to their teacher. Late submissions past due 2 weeks or more will be reviewed by the principal. Any missed submissions including assignments and quizzes will have a negative impact on the student's grade, although the students can submit their tasks within the duration of the course.

Students must attend all classes to ensure they gain the necessary information to pass the course. If they are unable to attend, they will be responsible for catching up on all missed work, or rescheduling a makeup class. For tests and other forms of

examinations, the student must study in advance and complete any study packages that were assigned to them.

For Asynchronous Learning students must log into their Google Classroom or join Lessons via Google Meet. They must submit their assignments to their Google Classroom dropbox. Students must complete 110 hours to receive their credit.

ATTENDANCE POLICY

110 hours of instruction are mandated by the Ministry of Education for a student to earn a credit. Excel Your Education Academy will record the number of classes missed (doctor's appointments, illnesses, family holidays, etc.) and report this in the parent phone comments. Students who arrive late to school must notify their teacher for their records. Upon arrival, the student must stay after class to make up for missed work (if applicable) and ensure they are marked late on the Google Form Attendance. Students who need to leave school early must have a parent/guardian note. The note is shown to the subject teacher and then the student gives the note to the attendance secretary in the office as he/she leaves.

Each Teacher must create a Google Form Attendance for their class, marking students as Present, Absent or Late.

Attendance Policy:

I. Inperson Attendance - Regular attendance is critical for the student's learning and achievement of course expectations

- 2 or more Absences – parents/guardians informed by phone by the teacher who will explain the potential consequences of the absences, including failure to gain credits, and discuss steps that could be taken to improve attendance. Medical absences from this point on must be validated with a physician's note. Students are encouraged to make up for missed classes on their own time, by setting up an appointment with their teacher. Students may also ask their peer's for class notes in order to make up. If students do not complete the course within the school year (40 or more absences), they will be removed from the course and will have to re-enrol the following September.

II. Online Attendance - Online classes will be administered on Google Classroom (LMS)

- Students are expected to log in at least three times a week, not including scheduled holidays for the entire duration of the course. If a student fails to log in three times in a single week, then an absence will be recorded on the report card. Attendance will be tracked via Google Form learning log as well as Google Meet classes. If teachers find that a student is not attending classes, the teacher or principal will contact parents/guardians to inform the potential consequences of the absences, including failure to gain credits, and discuss steps that could be taken to improve attendance.

III. Asynchronous Attendance - Online classes will be administered on Google Classroom (LMS)

- Students using the asynchronous learning method will be required to complete a learning log using Google Form or Sheets to confirm that they log in at least 3 times a week. This Form should be shared with the teacher in a dropbox in the Google Classroom
- Teachers of the course will post weekly AOL and AFL and check for completion that align with the learning log mentioned above
- If the teacher finds that a student is not logging into class(es) or submitting work on the weekly schedule, the teacher or principal will contact parents/guardians to inform the potential consequences of the absences, including failure to gain credits, and discuss steps that could be taken to improve attendance.

SCHOOL POLICIES

Excel Your Education Academy has a zero tolerance policy when it comes to discrimination. All members of the school - students, teachers, and principal - will be treated with the utmost level of respect. If a problem arises, the issues must be communicated with civility while foul language and other forms of abuse should be avoided. Failure to do so would add onto the level of admonishment that would be doled out to the responsible parties.

CODE OF CONDUCT

CODE OF BEHAVIOUR: ACADEMIC MATTERS

Students must adhere to the following academic standards:

- Unauthorized Aids: Do not use or possess any notes or unauthorized materials in test or exam rooms before or during the assessment.
- Original Work: Do not submit work that has been previously submitted for another course, or work that contains fabricated quotes or statements.
- Independent Work: Do not collaborate with others on assignments that are intended to be completed independently.

Rules of Behavior: Ontario Code of Conduct

According to the Ontario Code of Conduct, provided by the Ministry of Education, schools are committed to fostering responsibility, respect, civility, and academic excellence within a safe and supportive learning environment. The full document can be accessed here: [Ontario Code of Conduct](#).

Principal's Role: Principals, or administrators, are responsible for:

- Leading with dedication to academic excellence and safety.
- Holding everyone accountable for their behavior and actions.
- Encouraging students to become positive leaders in their school and community.
- Maintaining open and meaningful communication with the school community.

Teacher and Staff Responsibilities: Teachers and school staff, under the direction of principals, are expected to:

- Assist students in reaching their full potential and developing self-worth.
- Encourage leadership qualities in students within the classroom, school, and community.
- Communicate effectively and consistently with parents.
- Uphold uniform standards of behavior for all students.
- Show respect for students, colleagues, and parents.
- Prepare students for responsible citizenship.

Student Expectations: Students are expected to:

- Arrive at school prepared, on time, and ready to learn.

- Show respect for themselves, others, and those in authority.
- Avoid bringing items to school that could jeopardize safety.
- Follow established rules and take responsibility for their actions.

Disciplinary Actions:

The use or possession of alcohol or illegal drugs, fighting, and excessive truancy are grounds for expulsion from Excel Your Education Academy.

DIPLOMA AND CERTIFICATES

ONTARIO SECONDARY SCHOOL DIPLOMA

The Ontario Secondary School Diploma (OSSD) is designed to impart the knowledge and skill an individual would need for higher institutions of education or the workplace setting. Typically it would take a student four years to obtain the diploma but extra time could be taken. The requirements for getting the diploma are

- 30 credits (18 compulsory and 12 optional credits),
- completing a minimum of 40 hours of community service, as well as
- passing the Ontario Secondary School Literacy Test (OSSLT).

COMPULSORY AND OPTIONAL CREDIT REQUIREMENTS

All courses offered at Excel Your Education Academy have been developed keeping in accordance with the Ontario Ministry of Education.

Students must pass with a combination of the following credits in order to fulfill the thirty credit requirement.

COMPULSORY CREDITS (18)
<p>4 Credits in English - one credit per grade</p> <ul style="list-style-type: none"> • The Ontario Secondary School Literacy Course (OSSLC) may be used to meet the Grade 11 or Grade 12 credit requirement. • The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 credit requirement. • For English Language Learners (ELL), they can meet their Grade 9 - 11 credit

requirements through a maximum of three credits in English as a Second Language (ESL) or English Literacy Development (ELD). They must complete their fourth credit via a Grade 12 English course.

1 Credit in French as a second language

- Students who have taken Native languages instead of French as a second language in elementary schools may take a Level 1 or Level 2 Native Language course to meet the compulsory credit requirement.

3 Credits in Mathematics - at least one credit should be in Grade 11 or 12

2 Credits in Science

1 Credit in Canadian History

1 Credit in Canadian Geography

1 Credit in the Arts

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

1 Credit in Health and Physical Education

0.5 Credit in Civics

0.5 Credit in Career Studies

3 Additional Credits - one from each Group

- **Group 1:**
 - English (including the Ontario Secondary School Literacy Course)
 - French as a Second Language
 - Classical Languages
 - International Languages
 - Native Languages
 - Canadian and World Studies
 - Native Studies
 - Social Science and Humanities
 - Guidance and Career Education
 - Cooperative Education

- **Group 2:**
 - Health and Physical Education
 - The Arts
 - Business Studies
 - French as a Second Language
 - Cooperative Education

- **Group 3:**
 - Science (Grade 11 or 12)
 - Technological Studies
 - French as a Second Language
 - Cooperative Education
 - Computer Studies

The remaining twelve credits are optional courses that the student may select from the list made available by the school.

SUBSTITUTIONS FOR COMPULSORY COURSES

In order to assist the students' educational needs, the Principal may allow substitutions for up to three compulsory credits. These substitutions may be taken from the subject areas that are listed in the compulsory credit requirements list or from the three groups. Substitutions may only occur if doing so would enhance and assist the student's learning abilities. Requests for substitutions may be made by parents or students (if they are eighteen years of age or older), or by the Principal themselves.

The following may not be used for substitutions:

- ESL or ELD courses
- Cooperative education courses
- A locally developed compulsory credit
- Only one learning strategy course may be used from the guidance and career education curriculum policy document

ONLINE LEARNING GRADUATION REQUIREMENT

Beginning with students that entered Grade 9 in the 2020-21 school year, students must earn at least two online learning credits to get their Ontario Secondary School Diploma. The online learning graduation requirement also applies to adult learners that will be entering the Ontario secondary school system starting in 2023-24 school year. Parents who wish to opt out or exempt their child from the online graduation requirement must request a meeting with Excel Your Education Academy, expressing their reasons/concerns.

Exemption from the online learning graduation requirements may be requested by:

- the parent or guardian of the secondary student
- students who are 18 years of age or older
- students who are 16 or 17 years of age and have withdrawn from parental control

ONTARIO SECONDARY SCHOOL LITERACY TEST

In order to gain their OSSD, one of the necessary requirements is passing the Ontario Secondary School Literacy Test (OSSLT). It is a literacy examination that is organized by the Education Quality and Accountability Office (EQAO) and takes place in the tenth grade. If a student successfully passes the examination, it will be recorded in their OST. If they fail, they will have the opportunity to retake the test at an allotted time or complete the Ontario Secondary School Literacy Course as a substitute.

ONTARIO SECONDARY SCHOOL LITERACY COURSE

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document The Ontario Curriculum: English-The Ontario Secondary School Literacy Course (OSSLC) Grade 12. Students who pass the OSSLC are considered to have met the literacy graduation requirement.

Once a student has had two opportunities to take the OSSLT and has a result of “not yet successful”, at least once, the student is eligible to enrol in the OSSLC.

Principals have the discretion to allow students to enrol in the OSSLC before they have had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enrol directly in the OSSLC, as specified in [section 6.1.3](#). They may also choose to meet the literacy graduation requirement by successfully completing the OSSLT.

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

ACCOMMODATIONS, DEFERRALS AND EXEMPTIONS

Students who are in a special education program, or who are participating in an Individual Education Plan (IEP) will be accommodated according to their specific needs. The parameters of the accommodations will be the same as what has been outlined in their IEP or what has been made available to the student during the length of their course. The content of the OSSLT itself would not be altered in any shape or form to assist the student.

Students who are registered in English as a Second Language (ESL) or English Literacy Development courses (ELD), or students who do not have the proficiency levels in English that is required to complete the OSSLT, may defer taking the test. Students would need to contact the Principal who would then decide whether or not to approve the deferral. If the request is approved, the Principal would then decide for how long the deferral may take place.

If a student's IEP indicates that the student is not working towards completing the OSSLT, then with the approval of the Principal and the parent/guardian, the student would be exempted from taking the test. If for whatever reasons, plans change for the student, they must contact the Principal to state their intention of completing the OSSLT. The student would then have to complete and pass the OSSLT in order to successfully obtain the OSSD.

COMMUNITY HOURS

In addition to completing the academic credits, students must also finish a minimum of forty hours of community service. It is up to the student to decide on where they wish to complete their hours. Some locations they may select from are: not-for-profit organizations, public sector institutions like hospitals, and the local library. Students cannot obtain their community service hours through paid work or cooperative education. Community hours must be obtained outside of school hours. I.e., during lunch hours, before or after school, on weekends or during school holidays. Students would need to document their community service hours by detailing the task they have completed and having the organizer of the task sign off on it. The hard copy of the forms must be provided to the Principal of Excel Your Education Academy to be verified. These forms can be obtained from the school. Completion of community service hours will be recorded on each student's Ontario Student Transcript (OST).

Community involvement activities may take place in a variety of settings such as:

- local businesses
- hospitals, long-term care, retirement homes and other health care institutions
- not-for-profit organizations
- public sector institutions, like your town, city or region
- offices of local, provincial or federal government representatives
- First Nation, Métis and Inuit communities or organizations
- religious, cultural events and community activities

These activities do not count towards the 40 hours you need to graduate.

They include activities that:

- are a requirement of a class, course or program that you are enrolled in (such as a co-op program)
- take place during school hours (not including lunch breaks or "spare" periods)

- would normally be done for wages or a salary by a person in that workplace or organization
- are duties that you would normally do in your house, such as daily chores, or personal recreation activities
- are part of a court-ordered program (for example, a community service program for young offenders)

You can't volunteer in any positions or activities that go against minimum working age requirements, applicable legislation, regulations or policies.

Your volunteer opportunity should not have you:

- operating a vehicle, power tools or scaffolding
- giving any type of medication or doing medical procedures
- handling "[designated substances](#)" such as arsenic, asbestos, lead or mercury
- involved in banking or the handling of securities or valuable items, such as jewelry, art or antiques
- needing the knowledge of a regulated tradesperson
- involved in activities that promote discrimination, harassment or put the safety of yourself or others at risk

For students entering Grade 9 in 2024-25 onwards, the compulsory credits are to be distributed as follows:

- 4 credits in English (1 per grade)
 - the Ontario Secondary School Literacy Course (OSSLC) may be used as either the Grade 11 or the Grade 12 compulsory English credit
 - the Grade 11 course "Understanding Contemporary First Nations, Métis and Inuit Voices" may be used as the Grade 11 compulsory English credit
 - for English language learners, a maximum of three compulsory English credits may be earned from English as a second language (ESL) or English literacy development (ELD) courses. The fourth credit must be a Grade 12 compulsory English course
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in the arts
 - the Grade 9 course "Expressions of First Nations, Métis and Inuit Cultures" may be used as the compulsory arts credit

- 1 credit in Canadian geography (Grade 9)
- 1 credit in Canadian history (Grade 10)
- 1 credit in French as a second language
 - students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native languages course as the compulsory credit for French as a second language
- 1 credit in health and physical education
- 0.5 credits in career studies
- 0.5 credits in civics and citizenship
- 1 credit in technological education (Grade 9 or 10)
- 1 additional credit from curricula in the following STEM-related group:
 - Business Studies
 - Computer Studies
 - Cooperative Education
 - Mathematics (in addition to the 3 compulsory credits currently required)
 - Science (in addition to the 2 compulsory credits currently required)
 - Technological Education (in addition to the 1 compulsory credit required)

Note: Starting in September 2026, students enrolled in a Grade 10 mathematics course must successfully complete a financial literacy graduation requirement as part of the course. They will need to achieve a mark of 70% or higher to pass this new requirement and earn their high school diploma.

ONTARIO SECONDARY SCHOOL CERTIFICATE REQUIREMENTS

Upon request, the Ontario Secondary School Certificate (OSSC) will be granted to students who wish to leave school before obtaining their OSSD. In order to obtain the certificate, the student must complete a minimum of the following fourteen credits:

Compulsory Credits (7):

- 2 Credits in English
- 1 Credit in Canadian History or Canadian Geography

- 1 Credit in Mathematics
- 1 Credit in Science
- 1 Credit in Health and Physical Education
- 1 Credit in the Arts or Technological Education

The remaining seven credits will be optional courses that students may select from the list that is provided to them by the school.

CERTIFICATE OF ACCOMPLISHMENT

Students who leave school without obtaining the OSSD or the OSSC may be given a Certificate of Accomplishment. This certificate may prove useful to students who wish to take certain vocational programs or wish to find employment after leaving school.

CURRICULUM

DEFINITIONS

Credit: A method of recognizing the successful completion of a course for which a minimum of 110 hours have been scheduled. It is granted to the student by the Principal of a secondary school on behalf of the Minister of Education.

Academic Courses: Emphasize theory and abstract problems. They provide the prerequisites for senior university courses.

Applied Courses: Focus on practical applications and concrete examples. They provide the prerequisites for most college level courses.

Destreamed (W) courses: Include grade nine math (MTH1W), science (SNC1W) Geography (CGC1W) and English (ENL1W) and are neither Academic or Applied

Locally Developed Courses: Meet educational needs not met by provincial curriculum policy documents.

Open Courses: Offered in all secondary school grades and are designed to prepare students for further study in certain subjects and to enrich their education in a general manner.

University Preparation Courses (U - Level): Seek to prepare students for university by emphasizing theoretical and concrete concepts. They also help students to develop independent research and learning skills.

University/College (M - Level) Preparation Courses: Include content that is relevant for both university and college programs.

College Preparation Courses (C - Level): Designed to equip students with the knowledge and skills they need to meet the entrance requirements for college.

Workplace Preparation Skills (E - Level): Offer students the skills and knowledge needed for direct entry or admission to apprenticeship programs and other training programs offered in the community.

COURSE CODING SYSTEM

Courses are encoded in the following manner: three letters, a number and a letter.

The first character in the set of three letters indicates the subject. The following are a list of the initial characters and the subjects they stand for:

- A** = Arts
- B** = Business
- C** = Canadian and World Studies
- E** = English
- F** = French
- G** = Guidance and Career Studies
- H** = Social Science and the Humanities
- I** = Computer Science

- L** = Classical and International Languages
- M** = Mathematics
- N** = First Nations, Metis and Inuit Studies
- P** = Health and Physical Education
- S** = Science
- T** = Technological Studies

The second and third characters in the set of three letters differentiate between the different subjects available within the same field.

The number indicates the grade level in which the course is being offered. The numerical designations are as following:

- 1** = Grade 9
- 2** = Grade 10
- 3** = Grade 11
- 4** = Grade 12

The last letter in the course code indicates which pathway the course is being offered in. The letters and their associated pathways are as follows:

- D** = Academic
- W** = Destreamed
- L** = Locally Developed
- O** = Open
- P** = Applied
- C** = College
- E** = Workplace
- M** = University/College
- U** = University

COURSE DESCRIPTIONS

The following courses are available at Excel Your Education Academy:

ENGLISH

COURSE CODE	COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
ENL1W	Grade 9 De-Streamed English	This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.	None.
ENG2D	Grade 10 Academic English	This course extends the range of analytic, reading, writing, oral communication and thinking skills students had developed in their previous years. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays and opinion pieces. They will also analyze and create effective media works. The thoughtful use of spoken and written language would be given a primary focus.	ENL1W
ENG2P	Grade 10	This course is designed to extend	ENL1W

	Applied English College Preparation Course	the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.	
ENG3C	Grade 11 English College Preparation Course	This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.	Grade 10 Applied English

ENG3U	Grade 11 English University Preparation Course	This course emphasizes the development of literacy, critical, thinking and communication skills. Students will analyze challenging texts from various periods; conduct research and analyze the information gathered; write persuasive and literary essays; and analyze the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language.	ENG2D
ENG4C	Grade 11 English College Preparation Course	This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.	ENG3C
ENG4U	Grade 12 English University Preparation Course	This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary	ENG3U

		<p>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.</p>	
OLC40	Grade 12, Ontario Secondary School Literacy Course	<p>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</p>	<p>Students who have been eligible to write the OSSLT at least twice and have been unsuccessful at least once may take this course.</p>

		maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.	
EWC4U	Grade 12 The Writer's Craft University Preparation	This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.	ENG3U

MATHEMATICS

COURSE CODE	COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
MTH1W	Grade 9 De-Streamed Mathematics	This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability and financial	None.

		<p>literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.</p>	
MPM2D	Grade 10 Academic Math: Principles of Mathematics	<p>This course enables students to broaden their understanding of relations, extend their skill in multi-step problem solving and continue to develop their abilities in abstract reasoning. Students will pursue investigations of quadratic functions and their applications; solve and apply linear systems; solve multi-step problems in analytic geometry to verify properties of geometric figures; investigate the trigonometry of right and acute triangles; and develop supporting algebraic skills.</p>	MTH1W
MCR3U	Grade 11 Functions	<p>This course introduces the mathematical concept of the function by extending</p>	MPM2D

	University Preparation	students/experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometry and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.	
MCF3M	Grade 11 Functions and Applications University/College Preparation	This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate	MPM2D or MFM2P

		their thinking as they solve multi-step problems.	
MBF3C	Grade 11 Foundations for College Mathematics - College Preparation	This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.	MFM2P
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 lines and planes in three-dimensional space; broaden their understanding of rates of change to include the	MCV4U can be taken at the same time as MHF4U or after completing it. MCV4U cannot be taken beforehand.

		<p>derivative of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics.</p> <p>This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.</p>	
MAP4C	Grade 12 Foundations for College Mathematics - College Preparation Course	<p>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</p>	MBF3C or MCF3M

		programs in areas such as business, health sciences, and human services, and for certain skilled trades.	
MCT4C	Grade 12 Mathematics for College Technology - College Preparation Course	This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.	MCR3U or MCF3M
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 large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts	MCF3M or MCR3U

		<p>and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics.</p> <p>Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.</p>	
MHF4U	Grade 12 Advanced Functions University Preparation	<p>This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic and trigonometric 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.</p> <p>This course is intended for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to university programs.</p>	MCR3U OR MCT4C.

SCIENCE

COURSE CODE	COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
SNC1W	Grade 9 De-Streamed Science	This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.	None.
SNC2D1	Grade 10 Academic Science	This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, physics, and the interrelationships between science, technology, society and the environment. Students are also given the opportunities to further develop their scientific investigations skills. Students will plan and conduct investigations	SNC1W

		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.	
SBI3C	Grade 11 College Preparation: Biology	This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.	Science, Grade 10 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	SNC2D1

		theoretical aspects of the topics under study and helps students refine skills related to scientific investigation.	
SCH3C	Grade 11 College Preparation: Chemistry	This course enables students to deepen their understanding of chemistry by studying chemical properties, bonds, reactions, quantitative relationships in those reactions, solutions and solubility, atmospheric chemistry and the behaviour of gasses. 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.	SNC2D1
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 behavior of gasses. Students will further develop their analytical skills and investigate the qualitative and quantitative	SNC2D1

		properties of matter, as well as the impact of some common chemical reactions on society and the environment.	
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 analyze the interrelationship between physics and technology and consider the impact of technological applications of physics on society and the environment.	SNC2D1
SBI4U	Grade 12 Biology University Preparation	This course provides students with 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	SBI3U

		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.	
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 investigations 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.	SCH3U
SPH4C	Grade 12 College Preparation: Physics	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	Grade 10 Science Academic or Applied

		<p>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.</p>	
SPH4U	<p>Grade 12 Physics University Preparation</p>	<p>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, 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, learn how to analyze data relating to a variety of concepts and principles in a qualitative and quantitative manner. Students will also consider the impact of technological applications of</p>	SPH3U

		physics on society and the environment.	
SNC4C	Grade 12 University/College Preparation Course: Science	This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.	Science, Grade 10 Academic or Applied; or any Grade 11 University, University/College, or College Preparation course in Science

BUSINESS STUDIES

COURSE CODE	COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
BEM10	Grade 9 Building the Entrepreneurial Mindset	In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn	None

		<p>why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.</p>	
BEP20	<p>Grade 10 Launching and Leading a Business Open</p>	<p>This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology,</p>	<p>None</p>

		financial management, human resources, and production.	
BAF3M	Grade 11 Financial Accounting Fundamentals	This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.	None.
BAT4M	Grade 12 Financial Accounting Principles	This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.	BAF3M
BBB4M	Grade 12	This course provides an overview of the importance of international	None.

	International Business Fundamentals University/College Preparation	business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing and management.	
BOH4M	Grade 12 Business Leadership - Management Fundamentals	This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.	None.

CANADIAN AND WORLD STUDIES

COURSE CODE	COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
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CGC1W	Grade 9 Geography Destreamed	This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.	None
CHV20	Grade 10 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 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	None.

		<p>informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy and ways for students to serve their communities.</p>	
CHC2D	Grade 10 Academic Canadian History Since World War I	<p>This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations,</p>	None.

		Métis and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.	
CLU3M	Grade 11 Understanding Canadian Law University/College Preparation	This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.	CHC2D
CGW4U	Grade 12 World Issues: A Geographic Analysis University Preparation	In this course, students will address the challenges of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and	Any university or university/college preparation course in Canadian and world studies, English, or social

		<p>quality of life, and will analyze government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.</p>	<p>sciences and humanities.</p>
CLN4U	<p>Grade 12 Canadian and International Law University Preparation</p>	<p>This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.</p>	<p>Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.</p>

GUIDANCE AND CAREER EDUCATION

COURSE	COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
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CODE			
GLC20	Grade 10 Career Studies	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.	None.

SOCIAL SCIENCES AND HUMANITIES

COURSE	COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
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CODE			
HSP3U	Grade 11 Introduction to Anthropology, Psychology, and Sociology 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.	ENG2D1 or CHC2D.
HZB3M	Grade 11 Philosophy - The Big Questions University/Coll ege Preparation	This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.	None.

HZT4U	Grade 12 Philosophy - Questions and Theories 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.	Any university or university/college preparation course in social sciences and humanities, English or Canadian and world studies.
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<i>VISUAL ARTS</i>

COURSE CODE	COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
AVI20	Grade 10 Visual Arts, Open	This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration	None

		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.	
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CO-OPERATIVE EDUCATION

COURSE CODE	COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
DCO30	Creating Opportunities through Co-op, Open	Cooperative Education is a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace. The experience enables students to apply and refine the knowledge and skills acquired in a related curriculum course. Cooperative Education courses must be based on a related course from an Ontario Curriculum policy document in which the student is currently enrolled or which he or she has successfully completed. The Cooperative Education course and the related course together constitute a student's Cooperative	None

		<p>Education program. The program is designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future. Placements should provide students with challenging opportunities to apply and extend the knowledge, practise and refine the skills acquired in the related course and to demonstrate the achievement of the placement expectations that reflect current workplace practice and standards.</p>	
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FRENCH AS A SECOND LANGUAGE

COURSE CODE	COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
FSF1D	Grade 9 Core French	<p>This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also</p>	<p>Minimum of 600 hours of French instruction, or equivalent</p>

		enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.	
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If a parent or an adult student requests for a prerequisite to be waived. The Principal must provide assessments to be completed in order to support the request. If the student is part-time, then the student’s home school should be consulted before a decision is made to waive a prerequisite, and preplacement assessments should be shared with the home school.

ACCESS

To gain access to course outlines, the Principal must be contacted.

To gain access to Ontario curriculum policy documents, the following website should be visited: <http://www.edu.gov.on.ca/eng/curriculum/secondary/>

PROGRAM DESCRIPTIONS

School-Work: This transitional program gives students the opportunity to complete their OSSD or certificate requirements. Essential skills, work habits, industry-specific skills and experience in the workplace are also acquired.

EXPERIENTIAL LEARNING PROGRAM

Cooperative Education: A program that allows students to earn secondary school credits while completing a work placement in the community. This program is available to Grade 11 and 12 students and they must be scheduled for a minimum of 110 hours per credit.

There are two components that must met:

Classroom: Helps students to prepare for their community experience, demonstrate the skills and knowledge required before the start of their community component

Community: focused on integrating their learning throughout the course

Students will be monitored via meetings between the cooperative teacher, the student and the placement supervisor. It must take place three weeks from the start of the community component, and it must be either in person or video conferencing. After the initial meeting, at least two more meetings must take place every month. Cooperative teachers will use the information obtained from these meetings, observations and assessments to determine a grade.

Job Shadowing: May be offered to students from grade 7 to twelve as part of the curriculum or career development program. Students can spend up to one-half to one day observing a worker in a specific occupation.

WITHDRAWAL POLICIES

If a student withdraws from a course in the eleventh or twelfth grade that has been given a designation of U, M, C, E or O more than five days after the mid-term report card has been issued, the course mark at the time of withdrawal will be recorded in their OST. If they withdraw before the report card is issued, the withdrawal status will not be recorded. This information will be made available to community colleges and universities so that they may make an informed decision regarding accepting students into their institutions.

PROCEDURES TO CHANGE COURSES

If a student wishes to change their academic pathway, they must appeal to the Principal and meet the necessary prerequisites for their desired new course.

PRIOR LEARNING ASSESSMENT AND RECOGNITION

Prior Learning Assessment and Recognition (PLAR) is a formal evaluation through which students may gain credits for knowledge and skills they have gained outside of secondary school. Students would be assessed according to the new PLAR process which is composed of two components: equivalency and challenge.

The equivalency process assesses credentials that have been obtained from other jurisdictions. The Principal examines the students' school records and determines whether a credit should be granted. If granted, a note regarding the credit being granted via the PLAR process is made in the students' OST and OSR.

The challenge process assesses a student's knowledge and skills through formal tests and other modes of evaluations that are appropriate to the subject. Students may obtain a maximum of four credits for grades ten, eleven, and twelve using the PLAR process. However, they cannot get more than two credits in the same subject area.

ALTERNATIVE METHODS TO GAINING CREDITS

E-Learning: Online learning or e-learning is the delivery of educational programs using the Internet. It is a form of learning that is becoming increasingly popular and necessary for secondary school students, post-secondary learning institutions and professional learning situations world-wide. A large majority of students will encounter e-learning at some point in their academic and/or future career.

Online learning is a different learning experience compared to traditional in-class learning as due to e-learning students will be immersed in a more independent and flexible environment. E-learning also helps students to build on their technological, and communicative skills especially in the verbal form.

Independent Learning Center: Independent Learning Center (ILC) is a blended learning model that combines both print and online components in its teaching methods. The courses offered through this center will all be in accordance with the

curriculum provided by Ontario's Ministry of Education. Once a student has successfully completed a course through ILC, it will be recorded in their OST.

Continuing Education Courses: Continuing Education courses are credit and non-credit courses that are offered outside of regular day schools and during the summer for students of all ages. Continuing Education offers the following kind of courses:

- International language learners for elementary school students
- Remedial opportunities for students in grade 7 and up so that they can improve their educational skills
- Literacy upgrading programs for adults offered by the Ministry of Advanced Education and Skills Development
- English as a Second Language (ESL) / French as a Second Language (FSL) programs offered by the Ministry of Citizenship and Immigration

The achievements made by the students will be recorded in their OSR and OST by the Principal of the Continuing Education school.

EVALUATION AND EXAMINATION POLICIES

Students are assessed via a process of gathering evidence from different materials such as assignments, projects, performances and tests. Teachers will give students feedback on which areas they are excelling in and in which areas they need to improve upon. This feedback will take the form of written or oral description as well as evaluation in the mode of a percentage grade.

For secondary school students, the final grade will be determined as following:

- 70% of evaluations will take place during the course and it will be the most consistent form of observing the students' progress
- 30% of evaluations will take place during the end of the course and will most likely take the form of essays, exams, performances or other modes of evaluations that will be appropriate to the course

In all the courses, teachers would assess achievement levels based on the following four categories:

- Knowledge/Understanding of concepts
- Thinking and inquiry
- Communication of knowledge, concepts and procedures
- Application/Connections of skills

There are three different kinds of assessments and they all play a different role in how students should be evaluated.

Assessment for Learning: It is carried out at the beginning of semesters, units or if classes display difficulties in learning. The observations made from these assessments should never be used to calculate a student's final mark.

Assessment as Learning: It should be conducted throughout the course to improve methods of instruction and learning. Students and teachers should always be aware of the expectations that are to be achieved and how one should progress to attain them. Traditional methods are used such as teacher-conducted assessment, student-self assessment, and student-peer assessment. The results of these assessments will also not be used to calculate a student's final mark.

Assessment of Learning: occurs during or near the end of an activity, unit, term or course. The results of this assessment are given out as a percentage grade which then determine how well the student is progressing according to course expectations.

Reporting Student Achievement

Students' achievements will be officially reported to students and their parents via a report card. Report cards will focus on two distinct but related aspects of student achievement - achieving curriculum expectations and developing learning skills. Assessment of the skills listed below as demonstrated by the student in each course will be provided.

- Works Independently
- Teamwork
- Organization
- Work Habits
- Initiative

Learning skills are assessed using a four-point scale (E – Excellent, G – Good, S – Satisfaction, N – Improvement needed). Assessing the efficiency of teaching should not be considered in determining the grade of percentage.

ONTARIO STUDENT RECORD (OSR) AND ONTARIO STUDENT TRANSCRIPT (OST)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. Ontario's Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". The act also regulates access to an OSR: the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (i.e., a student who is under the age of 18) must be made aware of the purpose and content of and have access to all information in the OSR.

Ontario Student Records contain:

- An OSR folder
- Report cards
- An Ontario Student Transcript
- A documentation file
- An office index card
- Additional information identified as being conducive to the improvement of the instruction of the student

The principal is responsible for the use and maintenance of the OSR and for assigning tasks related to that function to appropriate staff. The Ontario Student Transcript is the official record of courses successfully completed and credits gained toward the Ontario Secondary School Diploma. Information is updated annually and is part of the Ontario Student Record (OSR).'

The following components of the OSR will be retained for five years after a student retires from school:

- report cards
- the documentation file, where applicable
- additional information that is identified by the school board as appropriate for retention

The following components of the OSR will be retained for fifty-five years after a student retires from school:

- the OSR folder
- the OST
- the office index card

The destruction of all or any part of the OSR when its retention is no longer required under this guideline will be effected under conditions that ensure the complete and confidential disposal of the record.

SUPPORTS AND RESOURCES

SCHOOL SUPPORT SYSTEMS AND RESOURCES

The following types of supports and resources are made available to students for assistance by the school:

Guidance: The guidance program's initiative is to assist students on difficulties they may be facing in matters related to their education, personal lives, social circles as well as their desires for their potential careers. They are taught necessary skills such as organization and time management; how to set reasonable goals and

effective methods in achieving them; how to transition from one phase of their lives to the next; as well as how to develop the abilities and mentality that will allow them to interact and work in a positive manner regardless of their setting.

Individual Pathway Plan: The Individual Pathway Plan (IPP) is a tool students use to keep track of their progress as they move towards their postsecondary goals. Students reflect and record on the knowledge and skills they used for various activities, the information they have learned and how they plan on using the obtained information. By creating their own IPP, students will take responsibility for their learning and on how to effectively plan for their future. Students must be given the opportunity to review their learning at least twice a year. This review may take the form of interviews or student-teacher conferences. This will allow the student, the parents as well as the teacher to gain insight on which areas need improvement and what type of plans of actions need to be devised to achieve success.

English Language Learners: English Language Learners (ELL) students are those whose primary language isn't English or their proficiency in English don't meet the standards set by Ontario schools. As such, opportunities to help ELL students are to be integrated into the school curriculum in all subject areas. It is not the responsibility of just English teachers to help these students; it belongs to all the teachers. To help support these students, English as a Second Language (ESL) or English Literacy Development (ELD) courses will be made available so that they gain the foundational skills that are needed to achieve a proficient level in English.

Apart from all the aforementioned resources, students will also have access to laptops, public libraries, textual materials, and other similar support systems that will be best suited to their needs.

SPECIAL EDUCATION

To ensure that every student gets a fair opportunity to gain their OSSD, students requiring special education may be accommodated, have the curriculum modified to suit their learning needs or have an alternative program be developed as part of the course.

ACCOMMODATIONS

Accommodations allow a student to participate in a subject or course without making any changes to the kind of knowledge and skills the student is expected to demonstrate. Some forms of accommodations include developing specific teaching strategies or using the assistance of technology.

MODIFICATIONS

Modifications are changes made to the expectations for a subject or a course in order to meet a student's learning needs. They may include increasing or decreasing the level of complexity for the expectations that are laid out for that particular course. Ultimately, it will be the Principal who will determine whether the achievements for the modified expectations will equate to a successful completion of the course and whether or not if the student has gained the credit.

ALTERNATIVE EXPECTATIONS

Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. A student who completes a course with alternative expectations will not gain a credit.

INDIVIDUAL EDUCATION PLAN

The Individual Education Plan (IEP) identifies specific learning expectations students have and outlines how the school plans on achieving them through accommodations, modifications and alternative courses. The IEP must be updated regularly to suit the students' needs.

The IEP must include:

- A specific outline of the students' strengths, needs and learning expectations
- An outline of the special education programs and services the student will receive
- A statement of the methods by which students' progress will be assessed

EDUCATIONAL PROGRAMS

All educational programs for Excel Your Education Academy could be found at the school which is located at 2053 Williams Parkway, Brampton, ON. To gain admission to select programs, learning through an alternative structure, or completing courses for summer or night school, the Principal should be contacted.