



## **Section C. Curriculum**

### **C-The Ontario Credit System :-**

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. In granting credits the Principal shall ensure that the following conditions have been met, therefore fulfilling the intention of a definition of an Ontario Secondary School credit:

The course has been developed from a Ministry of Education curriculum guideline or has been approved by the Ministry.

The amount of work expected in the scheduled time and the evaluation of student achievement were both significant components of the course.

The course required the satisfactory completion of an amount of work at a level that could reasonably be expected of the students for whom it was planned.

The Principal, on behalf of the Ministry of Education, grants the credit.

#### **1.0-The Definition of a Credit :-**

##### **Credit Definition :-**

A credit is granted in recognition of the successful completion of a course which has been developed from an Ontario Ministry of Education guideline, and for which a minimum of 110 hours of instructional time has been scheduled. The credit is granted by the Principal of a school offering secondary school programs on behalf of the Ontario Ministry of Education.

Students in Grades 9 & 10 will take their core courses (English, Mathematics, Science, French, Geography and History) in one of three levels – applied, academic. All elective courses will be taken at the open level.

#### **2.0-Definitions of the types of courses available in the Ontario Curriculum**

##### **Types of Secondary School Courses :-**

The curriculum for secondary school is organized into several types of courses with different instructional levels. This system of courses is intended to enable students to choose courses that are suited to their strengths, interests and goals. In Grades 9 and 10, three types of courses are offered in order to develop key skills for students. Courses in Grades 11 and 12 consist of four different instructional types which are designed to prepare students for their specific postsecondary destination.

#### **3.0-An Explanation of the Course Coding System**

##### **3.1-Academic Level: “D” :-**



**Academic Courses** are designed to cover the essential concepts of the discipline plus additional related concepts and explore related material as well. Students will develop knowledge and skills in the subject through both theory and practical applications. The emphasis on academic courses is on theory and abstract thinking as a basis for future learning and problem solving. Academic courses focus on the essential concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.

### **3.2-Applied Level: "P" :-**

Applied Courses cover the essential concepts of a subject. Knowledge and skills will be developed through both theory and practical applications, but the focus will be on practical applications. In applied courses, familiar, real-life situations will be used to illustrate ideas, and students are given more opportunities to experience hands-on applications of concepts studied. Applied courses focus on the essential concepts of the discipline. Applied courses develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate.

### **3.3-Locally Developed Level: "L" :-**

Locally Developed courses focus on the most essential concepts of a discipline. These courses are offered in Mathematics, Science, English and Canadian History. These courses will provide support for students making the transition to high school by enhancing their skills to allow them to be successful at secondary school.

### **3.4-Open Courses: "O" :-**

Open Courses in Grades 9 and 10 are offered in all subjects other than those offered as academic and applied. An open course comprises a set of expectations that is suitable for all students at a given grade level. These courses are designed to provide students with a broad educational base that will prepare for their studies in Grades 11 and 12 and for productive participation in society. Open level courses have one set of expectations for each subject and are appropriate for all students. Open level courses are offered for all non-core subjects and do not have a prescribed post-secondary destination.

### **3.5-Course Level Description for Grade 11 and 12 Courses:**

Courses in grades 11 and 12 are offered in levels that are related to a student's destination after high school - workplace, apprenticeships, college or university. Some courses are offered at the Open level. Most courses are offered at one other following five levels:

#### **Types of Courses in Grades 11 and 12**

**3.5.1. University/College Courses: "M" :-** Courses designed to prepare students for entrance to college and university programs following high school. University/College Preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. They focus on both theory and practical applications.

**3.5.2. College Courses: "C" :-** Courses designed to prepare students for entrance to college programs following high school. College Preparation Courses are designed to equip students with the knowledge and



skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs. E.g. ENG3CS

**3.5.3.Workplace Courses: "E"** :- Courses designed for students planning to enter the workplace directly following high school. Workplace Preparation Courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

**3.5.4.Open Courses: "O"** :- Courses that are not specific to any particular post secondary destination are appropriate for all students, and which students may take to meet compulsory or optional requirements.

**3.5.5.University Courses: "U"** :- Courses designed to prepare students for entrance to university programs following high school. University Preparation courses are designed to equip students with the knowledge and skills necessary to meet the requirements for university programs. Courses emphasize theoretical aspects of the subject and also consider related applications.

**3.6-Course Coding System** :- The design of the Ontario education system at the secondary level is framed on the concept of students earning credits, both mandatory and optional credits. The course coding of all programs offered through CanSTEM Education Private School Inc. employ a 5-character system that is established and recognized by the Ministry of Education; for example:

**3.6.1. How to Read a Course Code** :- Each course offered by CanSTEM Education Private Inc. School will be designated a specific course code. These course codes are designed to accurately record the courses a student successfully completes in secondary school and aid in the understanding of the material and subject level provided by the course. The course code is composed of a minimum of 5 characters, and indicates the following three data:

<b>First 3 Characters:</b>	<b>Fourth Character:</b>	<b>Fifth Character:</b>
Area of subject/course Three Letters	Grade level One number Legend: 1 = Grade 9 2 = Grade 10 3 = Grade 11 4 = Grade 12	Course Type One letter Legend: Grade 9/10 D – Academic P – Applied O – Open Grade 11/12 U – University Preparation C – College Preparation M – University/College E – Work Place Preparation

For example: Biology Grade 11, University Preparation

- o **SBI3U**: **SBI** – First three characters indicating the subject a science, particularly Biology.
- o **3** – Indicates that this is a grade 11 course.



U – Indicates that this is a university preparation course.

#### **4.0-Descriptions of all courses offered by the school, including courses that are not part of the Ontario Curriculum, such as locally developed (Compulsory and Optional)**

##### **Course Descriptions**

The courses described in this booklet will be offered each year subject to sufficient enrolment, unless otherwise indicated. It is possible that courses will be over-subscribed, in which case not every student will be able to obtain his/her first choices.

##### **4.1. English Department**

###### **English, Grade 9, Academic (ENG1D)**

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 analyze literary text 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

###### **English, Grade 10, Academic (ENG2D)**

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

*Prerequisite:* English, Grade 9, Academic or Applied

###### **English, Grade 11, University Preparation(ENG3U)**

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

### **English, Grade 11, College (ENG3C)**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course

**Prerequisite:** ENG2P, English Grade 10, Applied

### **English, Grade 12, University Preparation(ENG4U)**

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

### **English, Grade 12, College (ENG4C)**

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

### **The Writer's Craft, 12 University- EWC4U**

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

**Prerequisite:** English 11, University Preparation, ENG3U

### **Media Studies, Grade 11, Open- EMS3O**



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

**Prerequisite: ENG2P, English, Grade 10, Applied or ENG2D, English, Grade 10, Academic Course Rationale**

### **Grade 11 English Presentation and Speaking Skills (EPS30)**

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

This course does not have any course texts to be purchased. Our class will, however, be centered around a selection of articles, speeches, and essays that will be handed out in class.

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

### **Ontario Secondary School Literacy Course- OLC40**

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

**Prerequisites:** 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.)

## **4.2-Mathematics Department**

### **De-streamed Mathematics, Grade 9, (MTH1W)**

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and



relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

*Prerequisite:* None

### **Principles of Mathematics, Grade 10, Academic (MPM2D)**

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

*Prerequisite:* Principles of Mathematics, Grade 9, Academic

### **Functions, Grade 11, University Preparation (MCR3U)**

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

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

### **Foundation for College Mathematics, MBF3C, Grade 11, College**

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

### **Functions and Applications, MCF3M, 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, or Foundations of Mathematics, Grade 10, Applied

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

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

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

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

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

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

### **Mathematics of Data Management, Grade 12, University Preparation-(MDM4U)**

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out accumulating 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

### **Mathematics for College Technology, Grade 12, College- MCT4C**

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.

**Prerequisites:** [MCR3U, Functions, Grade 11, University](#) or [MCF3M, Functions and Applications, Grade 11, University/College](#)

### **Foundations for College Mathematics- MAP4C**

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze 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:** MBF3C or MCF3M

### **4.3-Science Department**

#### **De-streamed Science, Grade 9, (SNC1W)**

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

*Prerequisite:* None

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

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

*Prerequisite:* Science, Grade 9, Academic or Applied

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

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those



reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

*Prerequisite:* Science, Grade 10, Academic

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

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

*Prerequisite:* Science, Grade 10, Academic

### **Physics, Grade 11, University Preparation (SPH3U)**

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

*Prerequisite:* Science, Grade 10, Academic

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

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

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

### **Biology Grade 11, College-SBI3C**

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

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

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, 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

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

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

*Prerequisite:* Chemistry, Grade 11, University Preparation

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

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

*Prerequisite:* Biology, Grade 11, University Preparation

### **SES4U, Earth and Space Science Grade 12, University- SES4U**

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

**Prerequisite:** Science, Grade 10, Academic, SNC2D



### **Chemistry 12 Collage-SCH4C**

This course enables students to develop their understanding of concepts in “Matter and Qualitative Analysis”, “Quantities in Chemistry”, Organic Chemistry”, “Chemistry in the environment”, “Electrochemistry” 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 atomic and molecular structures and the properties of elements and compounds; Qualitative analysis, Quantities of chemical and their usage and how to calculate calculation related to all the topics; and the study of the environment; electrochemistry and its properties and components.

**Prerequisite: Grade 10 SNC2P**

### **Physics 12 Collage-SPH4C**

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: SNC2D, Science, Grade 10, Academic or SNC2P, Science, Grade 10, Applied

### **3.7.4. Canadian and World Studies Department**

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

**Course Description:**-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.

*The course has three strands. Instruction and learning related to the expectations in Strand A are to be interwoven with instruction and learning related to expectations from the other two strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in Strand A is to be assessed and evaluated throughout the course.*

developing an understanding of how to influence change within the diverse communities to which they belong, and of how individuals and groups can participate in action that promotes change;

- analysing current political issues, and assessing methods and processes that can be used to influence relevant political systems to act for the common good;
- assessing the power and influence of different people involved in civic issues, using political perspective;



- developing a respect and appreciation for different points of view on various political issues .

*Prerequisite:* None

#### **4.4-Health and Physical Education (Revised, 2015)**

##### **Healthy Active Living Education, Grade 9 (PPL10)**

**Course Description:**-This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

*Prerequisite:* None

##### **Healthy Active Living Education, Grade 10 (PPL20)**

**Course Description:**-This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

*Prerequisite:* None

##### **Healthy Active Living Education, Grade 11 (PPL30)**

**Course Description:**-This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

*Prerequisite:* None

##### **Healthy Active Living Education, Grade 12 (PPL40)**

**Course Description:**-This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. It places special emphasis on how



students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

*Prerequisite:* None

### **Introduction to Kinesiology, Grade 12, University Preparation (PSK4U)**

#### **Course Description :-**

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

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

### **4.5-Guidance and Career Education**

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

**Course Description:-**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. It teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

*Prerequisite:* None

#### **Designing Your Future, Grade 11, Open (GWL30)**

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



Prerequisite: None

#### 4.6-Canadian and World Studies

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

**Course Description :-** Grade 9, Issues in Canadian Geography (CGC1D), 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 geographical 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

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

**Course Description:-** This course is designed to engage students through a focus on big ideas, along with a variety of visuals, relevant stories, and features that will encourage critical thinking and inquiry skill development. The Historical Thinking Concepts play a key role in supporting student thinking about history. *Think History* moves history teaching away from a focus on memorizing facts and dates to helping students and teachers use inquiry and historical thinking as they explore key people, places, and events in Canada's past. 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

##### **Canadian History since World War I-Grade-10- Applied-CHC2P**

**Course Description:-** This course traces Canadian history from Wilfred Laurier's pronouncement that the twentieth century belongs to Canada and to the United Nations' recognition of Canada as one of the best countries in which to live. Students will learn about various expressions of Canadian identity, the stories of individuals and communities and changes in political and social structures. Students will discover the importance in historical studies of chronology and cause-and-effect relationships. As well they will be given opportunities to formulate appropriate questions, develop informed opinions and present information in a variety of ways.

**Prerequisite: None**

##### **American History, Grade 11, University Preparation (CHA3U)**

**Course Description :-**This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical



inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

**Prerequisite: CHC2D, Canadian History Since World War I, Grade 10, Academic or CHC2P, Canadian History Since World War I, Grade 10, Applied**

### **Understanding Canadian Law- CLM3M**

**Course Description:-** The course Understanding Canadian Law CLU3M is a University/College Preparation course that explores legal issues that directly affect students' lives. To develop an appreciation of the Canadian legal system, students examine the historical roots of Canadian law and expand on their understanding of the role of government in making laws. Students also become familiar with the rights and freedoms that all Canadians enjoy as a result of the Canadian Charter of Rights and Freedoms. Students acquire a practical knowledge of Canada's legal system, both criminal and civil, and learn how to analyze legal issues. They are given opportunities to develop informed opinions on legal issues and to defend those opinions and communicate legal knowledge in a variety of ways and settings, including legal research projects, and mock trials and debates. This course provides students with an opportunity to explore, analyze, and reflect on the study of law through diverse teaching and learning strategies. Students have multiple opportunities to hone their skills in communication through formal presentations, role playing, writing in role, and persuasive writing. Critical thinking skills such as formulating a thesis, identifying bias and viewpoint, debating, analyzing primary sources, and problem-solving are central to many activities. Focused inquiry, data analysis, note-taking and guided Internet searches are examples of the research skills that students practice. Co-operative group learning is another important active learning strategy fundamental to many activities.

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

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

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

**Prerequisite: CHC2D History since World War 1, Grade 10, Academic or CHC2P, Canadian History since World War 1, Grade 10, Applied.**

### **Civics and Citizenship-CHV20-Grade-10-Civics**

**COURSE DESCRIPTION :-** 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(s): None**

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





**Course Description/rationale:-** This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationship, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Student will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

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

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

#### **World History since the Fifteenth Century, Grade 12, University Preparation (CHY4U)**

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

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

#### **Canada: History, Identity, and Culture, Grade 12, University Preparation (CHI4U)**

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

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

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

**Course Description:-**This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics including culture, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geo-technologies and skills of



geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

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

#### **Analyzing Current Economic Issues, Grade 12, University Preparation (CIA4U) Grade 12**

**Course Description:-**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:** Any university (U) or university/college (M) preparation course in social sciences and humanities, English, or Canadian and world studies.

### 4.7-Social Sciences & World Study

#### **Working with Infants and Young Children- HPW3C**

**Course Description :-** This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.

**Prerequisite:** None

#### **World Religions: Beliefs, Issues, and Religious Traditions, Open (HRT3M)**

**Course Description/rationale :-** This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

Prerequisite: none

#### **Introduction to Anthropology, Psychology and Sociology-(HSP3M)**

**Course Description/rationale :-** This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.

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



### **Raising Healthy Children, Grade 11, Open – HPC30**

**Course Description:** - This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

**Prerequisite:** None

### **Working With School-Age Children and Adolescents, Grade 12- HPD4C**

**Course Description :-**This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development.

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

### **World Cultures- College/University -HSC4M**

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

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

### **Equity and Social Justice: From Theory to Practice, Grade 12- HSE4M**

**Course Description :-** This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue..

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

### **Human Development through the Lifespan, Grade 12, College/University- HHG4M**

**Course Description:** This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.



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

#### **Families in Canada- Grade 12, College Preparation HHS4C**

**Course Description:-** This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

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

#### **Families in Canada, Grade 12, University Preparation-HHS4U**

**Course Description/rationale :-** 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.

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

#### **Challenge and Change in Society, Grade 12, University Preparation-HSB4U**

**Course Description :-** 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 analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze 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 (U) or university/college (M) preparation course in social sciences and humanities, English, or Canadian and world studies.

#### **Philosophy: Questions & Theories, Grade 12, University Preparation HZT4U**

**Course Description/rationale :-** 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

### **4.8-Business Studies**



### **Introduction to Business, Grade 9/10 Open (BBI10/20)**

**Course Description :-** 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.

**Prerequisites:** None

### **International Business Fundamentals, University/College Grade 12-BBB4M**

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

**Prerequisite:** None

### **Business Leadership: Management Fundamentals-University/College Grade 12- BOH4M**

#### **Course Description:**

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**

### **4.9-Interdisciplinary Studies**

#### **Sports & Entertainment Marketing Grade 11, Open-IDC3U**

**Course Description:** This course is identified as an interdisciplinary offering, thus a focus on diverse learning expectations and styles is maintained. The course offers a highly motivating, practical and theoretical forum for student learning and achievement. Students will utilize the constructs of organizational theory, institutional leadership, human impact on the environment (referred to as business externalities) and physical activity management to develop and implement meaningful school and community based events. These events will provide the students with the opportunity to learn, to plan, and to work both independently and collaboratively; and will serve as research foundations for discourse on the impact and importance of ethical and accountable leadership. Achievement of the interdisciplinary expectations will be assessed as a record of student learning.

**More Details :-** This interdisciplinary course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings related to the growing Sports and Entertainment marketing industry. Through individual and collaborative inquiry and research into contemporary issues, real-life situations, and careers related to Sports and Entertainment Marketing students will develop skills in areas of ethics, consumer research, advertising, public relations/publicity,



event marketing, endorsement, sponsorship, product distribution, and career opportunities in Sports and Entertainment Marketing.

**Prerequisite: None** (It is recommended that students have previously taken Introduction to Business (BBI 20) to enroll in this course

### **Sports & Entertainment Marketing, IDC4U, Grade 12, University**

**Course Description:** This course is identified as an interdisciplinary offering, thus a focus on diverse learning expectations and styles is maintained. The course offers a highly motivating, practical and theoretical forum for student learning and achievement. Students will utilize the constructs of organizational theory, institutional leadership, human impact on the environment (referred to as business externalities) and physical activity management to develop and implement meaningful school and community based events. These events will provide the students with the opportunity to learn, to plan, and to work both independently and collaboratively; and will serve as research foundations for discourse on the impact and importance of ethical and accountable leadership. Achievement of the interdisciplinary expectations will be assessed as a record of student learning.

**Prerequisite:** Any university or university/ college preparation course

### **4.10-French-Art & Drama**

#### **French, Academic Grade-9 FSF1D**

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

Students will actively and consistently participate on a Discussion Board, and they will maintain a portfolio, which will contain live samples of their progress throughout the course. Oral participation will be encouraged through the use of Vokis™ and audio recordings.

The curriculum of this course, as determined by the Ontario Ministry of Education, requires that you complete a **mandatory** speaking component for which you will upload audio and video files. If you are unable to fulfill the speaking component of the course, contact our Guidance department before registering to determine if enrollment in this course is appropriate.

**Prerequisites:** Minimum of 600 hours of French instruction, or equivalent

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

**Course Description:** Visual arts courses focus on studio work and art appreciation and are primarily concerned with exploring the expressive character of how we see and the design of things we use. Within these courses, visual literacy expands into a broader perception – turning seeing into vision, translating reality into symbols and connections, and enhancing all other learning experiences. Learning through visual arts helps students to communicate using their imagination, ideas, observations and feelings. Students will



learn how societies and cultures construct and record their history, values, and beliefs in addition to exploring the rich heritage of Canadian art.

**Prerequisite: None**

### **Visual Arts-Grade-10-AVI20**

**Course Description:** This course offers an overview of Visual Arts as a foundation for further study. Students will become familiar with the art elements and principles of design, and the expressive qualities of various materials through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historic art periods and a selection of Canadian Art, and the art of other cultures. Students are required to supply or purchase a basic art kit.

**Prerequisite: None**

### **Drama, Grade 9, Open (ADA10)**

**Course Description/rationale :-** This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

**Prerequisite: None**

### **Drama, Grade 11, Open (ADA30)**

**Course Description/rationale :-** This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works.

Prerequisite: Grade 10 Dramatic Arts

## **4.11-Computer Studies**

### **Introduction to Computer Studies-Grade-10-Open-ICS20**

**Course Description :-** This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

Prerequisite: None

### ***Introduction to Computer Science, Grade 11, University Preparation-ICS3U***



**Course Description :-**This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

**Prerequisite:** None

### **Introduction to Computer Programming, Grade 11 College Preparation-ICS3U**

**Course Description :-** This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

**Prerequisite:** No

### **Computer Science, Grade 12, University Preparation-ICS4U**

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

**Prerequisite:** ICS3U, Introduction to Computer Science, Grade 11, University Preparation

### **Computer Programming, Grade 12, College Preparation (ICS4C)**

**Course Description:-** This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques.

Students will also investigate ethical issues in computing and expand their understanding of environmental issues, emerging technologies, and computer-related careers.

**Prerequisite:** Introduction to Computer Programming, Grade 11, College Preparation

### **5.0-How to Gain access to Outlines of the Courses of Study :-**

**First day of the course, Teacher will give the print out of course Outlines to the Student. For Inspector, We will email you in the separate email or will like to give access through google doc link.**





## **6.0-How to gain access to Ontario Curriculum Policy Documents :-**

The courses offered at CanSTEM Education Private Education Inc. have been developed according to the requirements of the Ontario Ministry of Education. Information on Ministry course documents and Ontario Curriculum Policy documents may be found at the Ministry website,

<http://www.edu.gov.on.ca/eng/curriculum/secondary/>

## **7.0-Descriptions of Experimental Learning programs such as cooperative education and job shadowing :-**

**7.1-Experiential Learning :-** While CanSTEM Education Private Education Inc. recognizes the tremendous value of job shadowing and cooperative education as it enables learners to apply their knowledge and skills through hands on experiences; we do not offer co-op based courses at this time.

**7.2-Cooperative Education/Job Shadowing :-** Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. A cooperative education program comprises, at a minimum, one cooperative education course and its related course on which the cooperative education course is based.

In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course. The cooperative education course consists of a classroom component and a placement component.

The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses.

Prior to their placements, all cooperative education students must demonstrate an understanding of the pre-placement orientation expectations as well as of the related expectations in the compulsory Grade 10 Career Studies course. Pre-placement orientation must be scheduled for a minimum of 15 to 20 hours

A personalized placement learning plan (PPLP) will be developed for all students in a cooperative education program and provided to them. A student's progress in achieving the curriculum expectations and in meeting the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor.

Pre-placement orientation will involve review and application of the knowledge and skills that students have acquired through the achievement of the expectations.

Students in the pre-placement orientation will be expected to demonstrate self-assessment skills, job-readiness skills, and an understanding of the following:

- The school and placement expectations that they are to achieve in the cooperative education course



- placement-specific workplace health and safety considerations
- Issues relating to confidentiality and the right to privacy, as outlined in the Freedom of Information and Protection of Privacy Act
- Work ethics and the responsible use of information technology
- The individual's right to function in a climate free from abuse and harassment
- Relevant sections of the Employment Standards Act and the Human Rights Act
- The history and role of labour unions
- Appropriate methods of dealing with and reporting concerns or problems at the placement.

Pre-placement orientation should also include an initial student-teacher conference regarding the content of the student's personalized placement learning plan.

Students who have earned cooperative education credits in the past are still required to prepare for new placements through the pre-placement orientation sessions. Students who are continuing in a placement in order to earn additional credits (related to another course) will have to demonstrate that they have met the pre-placement expectations before they can return to the placement.

Such reinforcement of job-readiness knowledge and skills is particularly valuable for students who are planning to apply for full-time employment or for limited-enrolment programs at postsecondary institutions. Teachers assigned to cooperative education will be involved in pre-placement orientation, which is most effectively delivered in a group setting.

Team teaching that involves guidance counsellors, community resource personnel, and other staff is strongly encouraged. At the end of the pre-placement orientation, all cooperative education students will be provided with the opportunity to apply their knowledge and skills in structured interviews with prospective employers.

This experience will help to prepare and understand them for the job-application and interview process of the workplace.

Employers will provide students with written or oral feedback after the interviews. Interviews may be competitive in nature and that there is no guarantee that a student will be accepted after the first interview. (If a student is not 16 COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING accepted after the first interview)

He or she should be provided with feedback, further training, and additional interview experience. It is expected that students will submit a personal résumé for each interview. When the placement process is initiated in the semester prior to the cooperative education course, students may have their mandatory employer interview at that time.

School will ensure that cooperative education programs are available to all interested students who are considered ready to undertake learning in the workplace, including students with special education needs. School should also ensure that the programs are offered through a variety of delivery models, such as full-day programs, half-day programs, programs that allow for continuous intake, summer school programs, and night school programs, in order to meet the range of needs of the students and their local community.

**Some of the Training must finished before actually to be started.**

**Health and Safety: - WHMIS training.**

Student learning at the placement must be assessed by a qualified teacher a minimum of three times per 110 hours of a cooperative education course.



Three assessments must be made through direct personal contact. Other means of assessment – such as telephone conversations, written communications, e-mails, and teleconferencing or videoconferencing (e.g., between the teacher and the supervisor) – may also be used.

It may be possible and necessary to assess some students more frequently because of their special needs or because of the nature of particular placements.

Assessments will be incorporate performance appraisals written by the placement supervisor and at least two performance appraisals written by the supervisor.

Placement learning assessment will include the following:

- Careful, critical observation of the student’s placement activities, including performance of placement tasks and interaction with co-workers and the supervisor
  - An assessment of working conditions and of the student’s work habits
  - Discussions and consultations with both the student and the supervisor
  - documentation of student progress in developing the knowledge and refining the skills described in the curriculum expectations of the related course, and towards achieving the placement-related expectations of the classroom component of the cooperative education course, as well as the expectations of the employer
  - The updating and adjusting of all copies of the student’s personalized placement learning plan
- Every student must be provided with feedback following his or her placement learning assessment. The teacher will meet first with the student, then the supervisor, and finally with both the student and the supervisor to discuss and clarify the student’s strengths, areas for improvement, and next steps.

These will be recorded on the appropriate section of the Provincial Report Card.

At this time, CanSTEM Education Private School Inc. cannot offer cooperative education.

## **8.0-Policy Regarding Student withdrawal from courses in Grades 11 and 12**

### **Course Withdrawals**

If a student withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first report card, the withdrawal is not recorded on the OST. If a student withdraws from a grade 11 or 12 course after five instructional days following the issue of the first report card, the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column. Note: Parent/guardian permission (where necessary) and approval of the Principal will be required in requests for withdrawal from a course. If the teacher and Principal believe that a student is too far behind in course work due to frequent absences by the issue of the first report card, they may be withdrawn from the course.

**Procedures for Students Who Fail to Meet Course Expectations** Where a student does not achieve the curriculum expectations of a course, the principal and teaching staff, in consultation with the parents and the student, will determine what type of program would best enable the student to meet the expectations and earn credit for the course. The student repeats the entire course. A student who fails or withdraws from a compulsory credit course should be informed of the consequences for meeting diploma requirements



Withdrawals occurring within 5 days of the issuing of the first report card from the CanSTEM Education Private School Inc. will result in the mark not being recorded on the OST.

- a withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the first report card results in a “W” being entered in the “Credit” column of the OST along with the mark at the time of the withdrawal.
- Withdrawals at any time from Grade 9 or 10 courses are not recorded on the OST
- If there are extraordinary circumstances relating to a student’s withdrawal from a course, an “S” may be entered in the “Note” column on the OST.

## 9.0-Procedure related to changing course types :-

**9.1-Changing Course Type :-** Students do have the opportunity in some cases to change the course type. However, each subject area has specific criteria to permit such changes. To discuss your unique situation, please send an email to [canstem.education@gmail.com](mailto:canstem.education@gmail.com) outlining the following information as well as forwarding your most recent transcript by email or talk to the principal or leave the letter with following details. • Name:

- Contact information: Address, phone and email address
- Date of Birth: • Last school attended and Year attended:
- Reason for Request:
- Special Circumstances:

We have form in the principal office please feel free to talk to principal about filling out the form.

## 9-2-Course Changes

Course change requests will only be considered for a valid reason. The school may consider a course change request for reasons including:

- changes in level of difficulty
- timetable errors
- changes in career plans
- post-secondary admission requirements
- medical accommodations
- summer school results

All requests for course changes are subject to approval and space available in courses.

## 9.2-Waiving Prerequisites

“If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.” (*The Ontario Curriculum, Grades 9 – 12, Course Descriptions and Prerequisites, 2011*)



As such, CanSTEM Education Private School Inc. will take the following measures before waiving a prerequisite:

- Obtain a letter from the parent or adult student requesting the waiver;
- Review the credit history of the student to understand the type of courses the student has taken;
- Consult the student, teacher, and parents, if applicable;
- If required, have the student assessed by the teacher to ensure adequate prior knowledge.

## **10.0-The Prior Learning Assessment and Recognition Processes for Equivalency and if Applicable Challenge**

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

Students may receive a credit without taking a course if they can demonstrate that they have the skills and knowledge from prior learning to meet the expectations for the course set out in the provincial curriculum. This must be requested in writing to the Principal of CanSTEM Education Private School. The requesting student will have an opportunity to explain their circumstances. If you wish to apply for such consideration please send us an email outlining the following information as well as forwarding your most recent transcript by email

- Name:
- Contact information: Address, phone and email address
- Date of Birth:
- Last school attended and Year attended:
- Reason for Request:
- Special Circumstances:

The Principal will review the application and schedule an interview to conduct an assessment of the skills necessary for the credit equivalency being requested.

We have form in the principal office please feel free to talk to principal about filling out the form.

### **10.2-MPlar :-**

#### **What is MPlar?**

**A mature student is a student who is at least 18 years of age on or after January 1 of the current school year and who is enrolled in a program for the purpose of obtaining an Ontario Secondary School Diploma (OSSD)**

The maturity Prior Learning Assessment and Recognition provides a quicker way for Mature Students to earn credits towards an Ontario Secondary School Diploma (OSSD). Learners may earn up to 16 junior (grades 9 and 10) credits and/or 10 senior (grades 11 and 12) credits through an assessment of transcripts and/or the completion of assessments.

The number of credits that may be earned is determined by several factors including the number and type of courses previously taken in Ontario or elsewhere.

#### **According, Prior Learning Assessment and Recognition for Mature Students – Revised Mandatory Requirements**



Adult learners typically return to school to complete their secondary education with specific goals and timelines in order to support their future career and education endeavors. It is important that adult learners are supported to expeditiously achieve their Ontario Secondary School Diploma (OSSD) and efficiently move to sustainable employment, postsecondary education and/or apprenticeship. Prior Learning Assessment and Recognition (PLAR) for mature students provides a process by which the prior experiences of adult learners, both formal and informal, can be recognized for secondary credit, minimizing duplication of learning, saving the learner time and opportunity costs, and providing them with an enhanced pathway to high school graduation.

**CanSTEM Education also ensure that the following groups of mature students are also granted equivalent credits (see Appendix 1) for:**

→ An OSSD under Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, 1989 (OSIS) for students who entered the Ontario secondary school system in Grade 9 before September 1, 1999.

→ A Secondary School Graduation Diploma (SSGD) under Circular H.S. 1, (1979-81) for students who entered the Ontario secondary school system in Grade 9 before September 1, 1984.

**Who is Responsible :-** Principals are responsible for determining when the mature student was previously enrolled in the Ontario secondary school system on the basis of evidence (for example, the Ontario Student Transcript (OST), and/or the Ontario Provincial Report Card, Grades 9–12).

Mature students under OSIS or Circular H.S. 1, may choose to have their prior learning assessed either under OSIS or Circular H.S. 1, or through the PLAR process leading to an OSSD outlined in this memorandum.

This memorandum supersedes PLAR for Mature Students currently described under Ontario Schools.

### **The prior learning assessment and recognition (PLAR) for mature students process**

Prior Learning Assessment and Recognition (PLAR) for mature students is the formal evaluation and credit-granting process whereby mature students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum in order to earn credits towards the OSSD.

All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the courses.

After a review of the students' existing documentation and evidence of prior learning, principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet diploma requirements, and determine how the PLAR process can best be applied.

**The PLAR process for mature students involves two components: "equivalency" and "challenge".**

### **→ The Process**



The PLAR process for Mature students involves three ways in which to for acquire secondary school credits:

**Following the equivalency or challenge process, any remaining required credits may be earned by taking the required courses.**

Mature students who have previously accumulated 26 or more credits towards the diploma (excluding those with postsecondary credentials as noted above) must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.

→ **Individual assessment/equivalency (Gr. 9/10)/:-** The Individual assessment or equivalency process for mature students involves individual assessments for the purpose of granting Grade 9 or grade 10 credits, and/or Assessment of credential and other appropriate documentation from jurisdictions within and outside Ontario for purpose of granting credit for a Grade 11 and 12 course developed from Ontario curriculum policy document published in 2000 or later.

### **Grade 9 and 10 credits**

For Grade 9 or 10 credits the equivalency process is as follows:

→ students participate in individual assessment consisting of four subject based assessments, as needed, for the purpose of granting Grade 9 or 10 credits

→ up to 16 Grade 9 and 10 credits may be granted through the Grade 9 or 10 equivalency process at the discretion of the principal following individual assessment

**There is no challenge process for Grade 9 and 10 credits.**

### **Equivalency (Gr. 11/12)/**

For Grade 11 or 12 credits both the equivalency process and the challenge process are as follows:

→ through the equivalency process, students participate in an evaluation of their credentials, other appropriate documentation and evidence from jurisdictions within and outside Ontario for the purpose of granting credit for Grade 11 or 12 courses developed from the most recent Ontario curriculum

→ through the challenge process, students' prior learning is evaluated using assessments for the purpose of granting credit for Grade 11 or 12 courses developed from the most recent Ontario curriculum

→ up to 10 of 14 Grade 11 and 12 credits may be granted through either the equivalency or challenge process.

→ a minimum of four Grade 11 and 12 credits must be earned by taking the necessary courses, with the following exception: at the discretion of the principal, mature students who present evidence of a completed postsecondary diploma and/or degree from an accredited Canadian postsecondary institution may qualify for the OSSD under Ontario Schools by completing a minimum of one Grade 11 or Grade 12 credit



### → Challenge (Gr. 11/12) :-

The Challenge process of mature students is the process whereby student's prior learning is assessed for the purpose of granting credit for a Grade 11 or grade 12 course developed from an Ontario Curriculum policy document published in 2000 or later

**Eligibility :-** You may be eligible to earn credits through maturity Prior Learning Assessment as a Mature Students if any one of the following situations applies:

→ You started Grade 9 in Ontario in 1999 or later, but you did not earn the Ontario Secondary School Diploma (OSSD).

→ You completed some or all of your high school education outside of Ontario or Canada and you have academic documents to indicate what educational level you completed.

→ You attended high school outside Ontario or Canada but you do not have any documents to show what educational level you have completed.

→ In order to determine if you are eligible to be granted credits through the PLAR for Mature students process.

→ Although counselors may be able to determine eligibility for all those interested, PLAR credits.

→ Students who started high school in Ontario before 1999 are not eligible for PLAR, but may be eligible for Maturity Credits.

### **About Maturity and Equivalency Credits**

→ Maturity and Equivalency Credits provide a quicker way for adults to earn credits towards an Ontario Secondary School Diploma (OSSD)

→ Students may be recommended for up to 12 maturity credits and may receive equivalent credit allowances for certain courses and training programs outside of secondary school. For example:

→ successful completion of courses not usually considered secondary school subjects (this could be certification or designation in a specific program that required a minimum of 110 hours of instruction or training)

→ successful completion of each period of an apprenticeship program (for example, electrician, hairdresser, or mechanic).

### **Responsibilities of CanSTEM Education**

School will not charge mature students fees for undergoing the challenge or equivalency process. Ontario Regulation 285: Continuing Education under the Education.





The number of mature students who received an individual assessment as part of the equivalency process for up to 16 Grade 9 and 10 credits during the school year (one assessment per mature student per fiscal year only)

The number of mature students who received an evaluation of their credentials as part of the equivalency process for up to 10 Grade 11 and 12 credits during the school year (one assessment per mature student per fiscal year only)

The number of completed challenges for prior learning evaluated for credit for Grade 11 and 12 courses (up to 10 courses per student, or the equivalent in half-credit courses), whether successfully or unsuccessfully completed

For consistency across the province, CanSTEM Education will use the forms provided under required forms in Appendix 2 to this memorandum for recording results of the equivalency and challenge processes (see record keeping in this memorandum). CanSTEM may adapt the required and/or sample forms provided in Appendix 2. However, any adaptations by School, must include, at a minimum, the information required by the aforementioned forms in Appendix 2.

CanSTEM Education Private School will report to the ministry in the October ONSIS reports the types of equivalency and challenges provided to mature students. School will also report the types of PLAR assessments delivered during the school year (such as, estimates, revised estimates, and financial statements). School will report the following:

→ the number of mature students who received an individual assessment as part of the equivalency process for up to 16 Grade 9 and 10 credits during the school year (one assessment per mature student per fiscal year only)

→ the number of mature students who received an evaluation of their credentials as part of the equivalency process for up to 10 Grade 11 and 12 credits during the school year (one assessment per mature student per fiscal year only)

→ the number of completed challenges for prior learning evaluated for credit for Grade 11 and 12 courses (up to 10 courses per student, or the equivalent in half-credit courses), whether successfully or unsuccessfully completed

### **Responsibilities of principal**

PLAR procedures for mature students will be carried out under the direction of the school principal, who has the authority to grant credits. The principal is responsible for the implementation of PLAR in accordance with this memorandum.

Principals will ensure that mature students who do not have appropriate documentation of prior learning owing to extraordinary circumstances (for example, students who are refugees) will receive advice and/or referral to an appropriate service provider concerning the gathering and giving of evidence.

### **Policies governing the equivalency process**

#### **Grade 9 and 10 credits**

#### **The principal will:**



→ ensure that every mature student is informed about the policies and procedures related to the individual assessment through the equivalency process for mature students, including policies on and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST)

→ determine the number of credits a student needs, up to 16 Grade 9 and 10 credits, based on the review of transcripts indicating successful completion of up two years of secondary school that are comparable to Ontario Grade 9 and 10

→ determine the number of Grade 9 and 10 credits to be granted following an individual assessment through the equivalency process

As stated previously, a maximum of 16 Grade 9 and 10 credits may be granted to a mature student at the discretion of the principal following an individual assessment.

Each mature student who does not have transcripts indicating successful completion of the first two years of secondary school in the Ontario education system – or equivalent – will be required to successfully complete up to four individual assessments before being granted any Grade 9 and 10 credits. This will consist of assessments in English, mathematics, science, and Canadian history and Canadian geography combined.

The principal may grant a maximum of four Grade 9 and 10 credits for demonstrated achievement in each of the subject based assessments (one of which covers two subject areas – Canadian history and Canadian geography combined). Students can earn up to four credits for each of the subject based assessments. If the principal grants fewer than four credits for any of these subject based assessments, the principal will determine how the student will obtain the remaining credits.

Each mature student who has evidence of partial completion of the first two years of secondary school in the Ontario education system – or equivalent – will be required to successfully complete an individual assessment in the outstanding subject areas (such as, English, mathematics, science, and/or Canadian history and Canadian geography combined) in order to earn the credits required to bring the total up to 16 Grade 9 and 10 credits.

The principal may grant, at their discretion, the Ontario Secondary School Certificate (OSSC) to a mature student following an individual assessment, if the student, in the principal's judgement, has met the requirements for the OSSC, as specified in Ontario Schools regarding the Ontario Secondary School Certificate.

## **Grade 11 and 12 credits**

### **The principal will:**

ensure that mature students are informed about policies and procedures related to the evaluation of credentials through the equivalency process for mature students, including policies on and procedures for recording results in the OSR and on the OST

ensure that every mature student is provided with an application form for the equivalency process for mature students (see the sample form in Appendix 2 to this memorandum), as well as materials that indicate what is expected in the Grade 11 and 12 courses (such as the curriculum expectations) for which the student wishes to be granted credits

evaluate each application in consultation with the student and appropriate school staff (for example, subject teachers) to determine whether the student should begin the equivalency process



determine whether there is a direct relationship between the credentials and/or other appropriate documentation presented by the student and the curriculum expectations for a specific Grade 11 or 12 course in the most recent Ontario curriculum

determine whether equivalency should be granted

**The following types of credentials and other documentation may be accepted for the purpose of determining whether to grant Grade 11 and 12 credits through the equivalency process:**

→ formal transcripts as well as Certificates of Apprenticeship and/or Qualification for apprenticeships granted by an accredited educational or training institution or a government ministry (for example, a secondary school, a provincial college of applied arts and technology, a university, a ministry of education or training)

→ other appropriate documentation of learning gained from other programs, courses, or work and volunteer service as well as life experience such as parenting

### **Policies governing the challenge process**

Grade 11 and 12 credits

#### **The principal will:**

→ ensure that mature students are informed about the challenge process, and that they are responsible for initiating the challenge process for the purpose of obtaining Grade 11 and 12 credits, and for satisfying all of the requirements.

→ ensure that every mature student is informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the OSR and on the OST.

→ ensure that every mature student is provided with an application form, as well as materials that indicate what is expected in the Grade 11 and 12 courses (such as, the curriculum expectations) for which the student wishes to challenge for credit

→ evaluate each application in consultation with the student and appropriate school staff (for example, subject teachers) to determine whether reasonable evidence for success exists and whether the challenge should occur

→ determine whether the student should challenge for credit for a specific full or half-credit course

→ develop formal examinations and other assessment strategies to conduct the challenge  
conduct the challenge (such as, the use of formal examinations and of other appropriate assessment strategies)

→ evaluate and report on the student's performance, including awarding the appropriate credits and percentage grade to the OST

Principals must ensure that only teachers certified by the Ontario College of Teachers conduct the PLAR challenge process.



The challenge process is an evaluation process. It may not be used as a way for students to improve their mark in a course for which they have already earned a credit.

Mature students may challenge for credit a maximum of 10 Grade 11 and 12 courses in provincial curriculum. However, they may obtain no more than 10 Grade 11 and 12 credits through the challenge and equivalency processes combined. There is no maximum on the number of credits that may be obtained in any one discipline. footnote 3 [3] For those mature students who have recognized Canadian postsecondary credentials, they may obtain 13 of the 14 Grade 11 and 12 credits through the challenge and equivalency processes combined.

Mature 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 in this memorandum, and with policies and procedures established by the board. In cases where a mature student disagrees with the decision of the principal about whether the student should challenge for credit, the mature student may ask the appropriate supervisory officer to review the matter.

Students with music certificates that are accepted for credits in Ontario Schools, Music Certificates Accepted for Credits, are not required to challenge for credit for the appropriate music courses but are granted credits in accordance with Ontario Schools.

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

**A student cannot be granted credits through the challenge process for any of the following courses:**

**a course for which the student has already earned a credit but for which they wish to improve the mark**

- a course in any subject if a credit has already been granted in a later grade
- a course for which there is significant overlap with a course for which credit has been granted
- 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

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 they are likely to be successful after having benefited from additional study.

### **Assessment and evaluation for the challenge process**

Assessment and evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum. Assessment and evaluation must be based on all the strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum for the discipline. A student's level of achievement will be recorded as a percentage grade on the OST in the same way as achievement in other courses (see “record keeping”).



Assessment and evaluation strategies for the challenge process must include formal examination (70% of the final mark) and a variety of other assessment strategies appropriate for the particular course (30% of the final mark). The formal examination must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, quizzes, and observation of student work. The principal is responsible for developing and administering the formal examination and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit.

### **Diploma requirements for mature students**

OSSD under Ontario Schools diploma requirements

If a mature student who is working towards the OSSD under Ontario Schools has not already successfully completed each of the four Grade 11 and 12 compulsory credit requirements, a mature student must obtain a credit that meets the compulsory credit requirement(s) under Ontario Schools in each of the following:

English, Grade 11 – only the following substitution is permitted:

students may count a maximum of three credits in ESL or ELD towards the four compulsory credits in English

the fourth credit must be for a Grade 12 compulsory English course

English, Grade 12 - no substitution is permitted

Mathematics, Grade 11 or 12 - no substitution is permitted

Computer Studies, Science, Technological Education, or Math, Grade 11 or 12

The secondary school literacy graduation requirement

As per Ontario Schools, all students are required to meet the secondary school literacy graduation requirement in order to earn an OSSD.

Mature students should be encouraged to meet the literacy graduation requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT). Mature students also have the option to enrol directly in the Ontario Secondary School Literacy Course (OSSLC) without attempting the OSSLT.

### **Community involvement requirement**

Principals will determine, at their discretion, the number of hours of community involvement activities that a mature student who is working towards the OSSD under Ontario Schools may have to complete (between 0 and 40).

### **OSSD under OSIS diploma requirements**

Principals will continue to determine which compulsory credit requirements (if any) must be completed by a mature student to earn the OSSD under OSIS diploma requirements. The principal will refer to OSIS, 6.14 Equivalent Standing for Mature Students, at their discretion (see Appendix 1).

### **Secondary school graduation diploma requirements (SSGD)**



A mature student who entered an Ontario secondary school program before September 1, 1984, may continue to work towards the SSGD. The process for assessing equivalent credit allowances and granting credits that is described in OSIS will apply to mature students working towards the SSGD (see Appendix 1).

### **Considerations**

Mature students, particularly those with significant gaps in their education may require many types of support. The effective implementation of PLAR for mature students requires several important considerations:

## **11.0-Information about other ways of earning credits through learning opportunities such as e-learning, the Independent Learning Centre, and Continuing education Courses for Credit**

### **11.1-Other Ways of Earning Credits**

There are many different ways that students can earn high school credits outside of CanSTEM Education Private School Inc. Registration for these courses require approval from the guidance department. These opportunities include; eLearning, ILC, continuing education courses from public school boards.

### **11.2-Policy for Students Taking Courses outside Their Home School**

Students who attend CanSTEM Education Private School Inc. to take courses while their Ontario Student Record (OSR) is retained by their home school must provide a document from the home school indicating that they have the necessary prerequisites for the course(s) they wish to take. The Principal will also submit a form to the home school of the student notifying the administration that the student is currently enrolled in courses at CanSTEM Education Private School Inc. and is working towards obtaining credits.

A copy of the final report will be sent to the Principal of the regular school for inclusion into the student's OSR.

### **11.3-Independent Study**

Independent study is an arrangement by which a student is excused from attending some or all classes in a course in order to study independently but under the supervision of a teacher. Courses delivered through the Independent Learning Centre may form part of independent study. There are no restrictions on the number of periods that a teacher may allow for independent study within any given course. The teacher of the course is responsible for assigning components of the course, suggesting available resources, evaluating the achievement of the student, and ensuring that the total work involved is equivalent to that expected in the time scheduled for the course. Students are expected to demonstrate achievement of the overall curriculum expectations of the course. The principal will record the student's achievement on the Ontario Student Transcript.

**At this time, CanSTEM Education Private School Inc. is not able to provide students with the option of independent study**

## **12.0-Information on Evaluation and Examination Policies**

### **12.1-Examination Policies**



The final exam is typically a paper-pen evaluation written at a mutually agreed time, date, and location. The final exam will be proctored, meaning a suitable adult with a dedicated identifiable and authentic email address will supervise you writing the final exam. This process ensures the security and integrity of the exam. Any person related or affiliated to the student in a personal way cannot serve as an exam supervisor.

## Examinations

The final evaluation of a credit course will account for 30% of the total mark, unless a specific guideline indicates differently. Each examination will have components which assess knowledge and understanding, thinking and inquiry, communication and application skills.

### Instructions for Examinations

- 1-Notes are not to be brought into the examination room.
- 2-Textbooks should be brought into the examination room and placed on or below the desk to allow the teacher to collect them.
- 3-Coats are not to be taken into the examination room.
- 4-Students are expected to be in their seats in the examination room ten minutes before the start of the exam.
- 5-All students must remain for the full examination period unless otherwise directed by the teacher in charge.
- 6-If illness or family emergency makes attendance impossible, the school must be contacted before or during the exam. A medical certificate is required for illnesses.
- 7-If you arrive late for an examination, report directly to the office. If a student arrives before the end of the exam, they will be given the remaining time. If a student does not write the exam, the course will be recorded as incomplete: that is **no credit will be granted**.
- 8-Students with conflicts in exam times may request adjustments to their exam schedule by informing the Principal in advance of the exam dates.

### 12.2-Assessment and Evaluation Administrative Procedure :-

Students will be evaluated based on the overall expectations of the course through the achievement charts in the Provincial Curriculum Policy Documents for the courses in which they are enrolled. Evaluation is based on the level of achievement the student demonstrates on the overall expectations of a course.

Seventy percent (70%) of the evaluation is based on daily classroom work and will be determined through a variety of methods, such as ongoing class conversations, demonstrations, teacher observations, and classroom tests and quizzes.

Teachers will use “Assessment for Learning” and “Assessment as Learning” practices to help students identify: where they are in relation to the learning goals and what next steps they need to take to achieve the goals.



This ongoing feedback will help prepare students for “Assessment of Learning”, the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality.

Thirty percent (30%) of the evaluation occurs at or near the end of the course. This evaluation will be based on evidence from one or more often a combination of performance tasks, writing tasks or other methods of evaluation suitable to the course expectations.

This final evaluation allows the student the opportunity to demonstrate comprehensive achievement of the overall expectations of the course.

## 12.2-Ontario Student Record (OSR)

The Ontario Student Record (OSR) is a record of a student’s educational progress in the Ontario school system. It is the Principal’s duty to ensure that report cards, up-to-date Ontario Student Transcript (OST) and any additional information conducive to the improvement of the instruction of the student are kept in the student’s OSR and stored in a secure and safe location.

Every student has the right to have access to his/her OSR. Parents/guardians also have the right of access to the student’s OSR until the student becomes an adult (age 18).

CanSTEM Education Private School Inc. Maintains the OSR of the students attending our day school and are taking extra courses online. Part time students attending other regular day school maintain their OSR with their home schools. Their community involvement and literacy requirements must be completed at their regular day school.

Attendance and completion of the required number of course hours is mandatory in an online course, as would be in a day school course. As such, students are required to log in to the online system at the required times as well as keep a detailed hour log for their learning progress. CanSTEM Education Private School Inc. online courses have a policy and procedure for contacting students and the parents of the students who fail to log in, and extended absences or missed hours may result in a credit not being granted.

**Note: Although access is granted, under no circumstance are student OSR records to leave school property. All requests to view OSRs will be under the direct supervision of the principal.**

**Ontario Student Record (OSR)** The Ontario Student Record (OSR) is the record of a student’s educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information “for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record”. The act also regulates access to an OSR and states that the OSR is “privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction” of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR. If a student is enrolled in one or more CanSTEM Education Private School Inc. courses and is also registered either full time or part time in another Ontario secondary school, the OSR will be held by the school where the student is taking the most





courses. Please note that CanSTEM Education Private School Inc is not responsible to hold the OSR for students who have already graduated from another school, the graduating school is obligated to keep those records. If a student has not graduated high school and is exclusively pursuing courses towards their OSSD CanSTEM Education Private School Inc will request, establish and manage the OSR as per the Education Act. Items such as copies of report cards, IEP documentation, community involvement and results of the Ontario Secondary School Literacy test are examples of records kept in an Ontario Student Record.

### **13.0-Information on Reporting procedures, including the school's report card and the Ontario Student Transcript**

#### **13.1-School Report Card :-**

##### **Semester System**

The school year is divided into two equal parts: SEMESTER 1 runs from September to the end of January; SEMESTER 2 runs from February to the end of June.

In each semester, the student has the opportunity to take four courses and obtain four credits for a total of eight credits per year.

Final evaluations are administered near the end of each semester. Students should make every effort to attend daily for the last two to three weeks of a semester as this period allows students to demonstrate comprehensive achievement of the overall expectations of the course, which determines 30% of the student's final grade.

Parents should receive a formal report on the progress of their student four times per year, once at the midpoint of each semester and once at the end of each semester. Parents, of course, are invited to contact the school at any time to get an update on the progress of their child.

#### **13.2-Ontario Student Transcript (OST)**

The Ontario Student Transcript (OST) is a cumulative and continuous Ministry document that records a student's successful completion of diploma requirements. This document is to be kept up-to-date and filed in the OSR.

As required by the Ministry of Education detailed record of students' results are kept. Student transcripts are provided to potential employers, Colleges, Universities or other schools. The Ministry of Education has mandated what is known as the "Full Disclosure Policy" applying to the Ontario Student Transcript (OST). Full disclosure of all course attempts including course failures and all other courses dropped any later than five (5) instructional days after the first provincial report card is issued in grades 11 and 12 is made on all Ontario Student Transcripts.



At the conclusion of each year, a summary of courses attempted and credits gained will be maintained in each student's Ontario Student Transcript. Courses will be entered under the common course code and the percentage obtained will be reported. This very important document is available for students and their parents or guardians to see on request. When a student receives his/her diploma or decides to terminate his/her formal schooling, an Ontario Student Transcript will be issued on request.

### **Full Disclosure :-**

Full disclosure applies to all Grade 11 and 12 courses and means that if a student withdraws from, repeats or is unsuccessful with a Grade 11 or 12 course, it must be recorded on the OST. Repeated Grade 11 and 12 courses will both show on the transcript with their recorded mark, however only one credit will be granted and the lower mark will have an "R" in the credit column. Unsuccessful Grade 11 and 12 courses will show on the OST. Withdrawals from Grade 11 and 12 courses will show on the OST, if they are dropped 5 instructional days after the first report card of the semester or later. They do not show if they are dropped before the 5 instructional days following the first report card.

### **Course Cancellation and Closure :-**

Courses may be cancelled due to insufficient enrollment and staffing considerations. A course may be closed due to class size limitations. If a cancellation or closure were to occur, students will be notified and asked to select an alternate course or an alternate course from the student's course option sheet will be substituted.

### **13.3- More about Ontario Student Transcript (OST):-**

The Ontario Student Transcript (OST) is an official document issued by all public or private schools in Ontario. The OST contains a list of the courses completed from grades 9 through 12 including those completed successfully or unsuccessfully. The OST is stored in the OSR and kept for many years after the student graduates. Please note, as per the policies outlined in the Ontario Student Transcript Manual 2010 document, the school that maintains the OSR is also responsible for updating and maintaining the OST. Consequently, if a student is enrolled full time or part time through another school, that school will house the OST. CanSTEM Education Private School is responsible to assist in this record keeping process by notifying the OST holding school of the course and final achievement of a student taking a course through CanSTEM Education Private School. When students complete a course through CanSTEM Education Private School, they will be mailed a final report card. In addition, a second copy will be forwarded to the school that secures the students' OSR so they can add it to the ongoing list of courses on the students overall transcript. Students that need a certified copy of their Ontario Student Transcript are directed to contact the guidance department of the school that holds their OSR. Students that require their final marks to be faxed to the Ontario University Application Centre are requested to send an email to [canstem.education@gmail.com](mailto:canstem.education@gmail.com) clearly authorizing this request including their first and last name, the course and final mark to be submitted, OEN and OUAC reference number.