



Course Calendar in 2024-2025



Greetings!

The Importance and value of completing a secondary education and school's commitment to reach every student's commitment to reach every student to help them achieve a successful outcome from the secondary school experience.

Welcome to CanSTEM Education Private School. Our school provides a specialty environment where students can be prepared for higher education and higher undertakings. Our programs will help you to develop the skills needed to live and work with success in a fast-paced world. These include:

- Creative thinking skills that will enable you to apply knowledge and information in a variety of situations to solve problems involving a wide range of factors and issues;
- The motivation and ability to continue to learn and develop new skills throughout life;
- Values and social skills that will allow you to participate fully in a society whose composition, structure, and needs are constantly changing; and
- Preparing you for future studies in Canadian universities and colleges.

Students must remain in school until they have reached the age of eighteen or obtained an Ontario Secondary School Diploma. To help you achieve this, the calendar provides information about the Ontario school system as well as an outline of available courses and policies at CanSTEM Education Private School. This will enable you to make sound decisions about important course and program selections. However, it is not the only source of information. Our teachers and administrators can also provide valuable assistance in matters related to your course selections, and program and career planning. As such, you are always encouraged to seek advice and assistance from our teaching and administrative professionals.

1.1. School Philosophy

The primary goals of CanSTEM are intellectual work and achievement. The school believes that a well-rounded education includes experiences in and out of school. CanSTEM believes that participation of parents in their children's education is essential to accomplishing its mission. The school makes every attempt to inform them of the School's purposes and goals and expects their strong support in the pursuit of these aims.

We believe that CanSTEM Education Private School should provide for all students a quality education in the English language representative of that found in Canada. Also, we believe that CanSTEM Education Private School, should be preparing students to expand their education further as they enter college or university programs. We further believe that the school should provide its multinational student body with an appreciation of the diverse cultures represented by its members.



Schools offer much more than a classroom and a teacher. They are agents of socialization; providers of knowledge, moral values, and self-confidence; and vehicles to success. We recognize that quality education consists of many elements, including the following: academic development, character development and values education, activities to foster a sense of responsibility toward community, the formation of friendships including those across cultures, and a code of conduct which instills self-respect, self-discipline, and honesty. Underlying the total program should be recognition of individual differences. CanSTEM Education Private School, through its programs, encourages and inspires students to think logically, creatively, and effectively for the benefit of themselves and society at large.

Program Overview: -

CanSTEM offers students the opportunity to earn Ontario High School Credits Online and in person, using a combination of online video, zoom instruction, online assessments and evaluations, regular person teacher student support, and a variety of opportunities for students' learning using the most modern and effective learning technology and resources available, while carefully ensuring that all the expectations and policies of the Ontario Ministry of Education are completely met.

Students can enroll in one or more courses at any time of the year and can move through the material as slowly or as quickly as they like (within CanSTEM Education Private School and Ministry's guideline). The course instructor guides students through the curriculum using well designed and professionally presented online and in person through videos, PowerPoints, recorded classes, zoom classes, in class instructions and multimedia resources.

Learning online is (polysynchronous) asynchronous: lessons, activities, assignment, and tests can be accessed 24 hours a day, 7 days a week. There will be times during the course where it will be self-directed by you, giving you a chance to read discussion posts and work at your own pace.

Students are required to complete a course within 6 months of starting it. Students who have not completed a course within 6 months need to apply to the office to have their time extended and will be asked to provide reasons for the request. The school reserves the right to not extend to deadline for a course. (See the Extension section)

Instructors provide valuable feedback through, assignments, regular daily zoom conferencing sessions, discussion forums, and direct email. Students interact and learn with one another through open conferencing times, discussion forums, peer reviews and assessments, and collaborative assignments and presentations.



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All course material is online which includes, handouts, PowerPoints, notes, PDF copies of textbooks, PDF copies of reference books, PDF copies of novel. Assignments are submitted electronically through the assignment submission and are subject to plagiarism checks for authenticity and originality. Major unit tests are completed “online” at a time convenient for the student (with a teacher), and every course ends in a final exam, which the student writes at the CanSTEM’s Physical location or under the supervision of a proctor approved by CanSTEM Education Private School at a predetermined time and place. The final mark and report card are then forwarded to the student’s home school or district office, unless of course the has chosen CanSTEM education Private school to be their home school.

Students must achieve the Ministry of Education expectations of a course and complete a minimum of minimum of 110 hours of planned learning activities, both online and offline, in order to earn a course credit.

Students are expected to access and participate actively in course work through logins on a minimum basis of three times per week and course forums on a regular and frequent basis. This interaction with other students and the course content is a major component of every course and there are minimum requirements for student communication and contribution of reflection with new ideas and the content. If a student continuously is absent from the course and does not log-in-two-three times per week an email will be sent to the parent (if applicable) and the student will be deemed “Absent” and this indication will appear on their midterm and final report card.

Note: - Students have up to 5 instructional days after their midterm report card has been issued to decide whether they want to remain enrolled in the course in the course. Once a student maintains registration after the 5th instructional day, the grade will be reported as a part o their Ontario Student Transcript (OST).

CanSTEM Education online courses require planning, self-discipline, and mature organizational and time management skills. There essential learning skills, developed through successful online study, will provide students with definite advantages in their future academic and professional lives.

Student Registration: - Student enrolment in CanSTEM Education Private school is open and continuous. Registration is available online 24 hours a day through www.canstemeducation.com or onsite during working hours.

Requirement of Registration: - First, you need to feel form online or in person. In order to check eligibility, you need to provide your updated transcript, or Student status sheet or Credit counselling summary.



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CanSTEM Education does not allow student to start the course until CanSTEM does not have proper legal documents of prerequisite and domestic course fee.

After filling form online, if you could not upload the document or uploaded wrong document then please email your document on

Canstem.education@gmail.com

For any out-of-province the equivalency process will be different. They have to do a PLAR assessment.

For international student have to have the English competency assessment, a PLAR assessment, all academic records from their school, personal identification, and any other parent or guardian information and any other pertinent information that would help in placing the student in their correct and appropriate grade/course.

Prior to Registering with CanSTEM Education Private School: What you should Know!

It is important for students as well as for parent and guardian to read, comprehend and accept this Handbook and Course Calendar as presented prior to registering. Parent(s), guardian(s) and advisors of students under the age of 18 years should also note the following information:

We are an official school and as such have expectations and a Code of Conduct, which applies to students, parents, and teachers (see below).

We are under the jurisdiction and mandates of the Ministry of Education, Province of Ontario and have undergone the MOE inspection.

Students must provide appropriate credentials that they have the proper qualifications and/or prerequisites to register for a course(s) with CanSTEM Education Private School. For example, proof of age is required via a Birth Certificate, Driver's License, or current Passport.

Students may not register and start a course without unofficial credentials and with no photo ID.

Report cards and course planning charts do not suffice as Official Transcripts but may be used as evidence of prerequisite.



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General Education Development (GED) is not offered by CanSTEM Education Private School. GED is designed to provide adults who have not graduated from high school with an alternative means. GED will be not conducted through the Ontario Ministry of Education from Jan 2024. Students will have to use Mplar.

Students must be well versed in the use of the English Language, even when online. If you are an English Language Learner (ELL) inform us and we will use the following document to best support you

<http://www.edu.gov.on.ca/eng/document/esleldprograms/guide.pdf>

CanSTEM Education Private School is not a bilingual service or French language school.

In the Full time Day school, CanSTEM has Two semesters.

In Night school, being an In-person school with continuous intake and online school that is asynchronous, CanSTEM Education does not have official terms and semesters. Report cards (Midterm: 55 Hours & Final: 110 Hours) will be sent out to the student's home school at the above-mentioned instances in each course (as applicable). Additionally, being an online school student are expected to login 2 times per weeks as indicated below, as opposed to a daily timetable which will normally be sent out in a brick-and-mortar school.

For students who fail to log in 2 times a week for multiple weeks, a notice will be emailed to them and their parents (if applicable) regarding their inactivity and encouragement to return to the learning platform. Students who fail to respond to the emails after 6 months will be removed from the class and dropped from the school without a refund.

Reporting Period: - CanSTEM Education reporting period at 55 hours at 110 hours, into the course enrolment of a student. This will parallel the midterm and final report cards.

Fee Overview: -

Registration fee: - Depends on the course. It includes student admission, processing online userid for pertaining to student enrollment.

Change from one Course to another: - Granted within 3 business days if they did not start the course yet.

Extending the time to Completion beyond 6 months: - No evidence or need provided e.g. no medical notes. Every month extension is \$100.



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OUAC/OCAS Uploaded: - Electronically completed.

Letter Fees e.g. Verification of Enrollment: - Electronically send. Hard Copy with signature and seal including mail/ courier then \$50.

To learn more about the school fees Please Visit <https://canstemeducation.com/high-school-credits/>

Refund Policy

Ultimately it is the responsibility of the student to be aware of the courses they are purchasing from CanSTEM Education Private School and how this reflects their coverage of OSSD credits. CanSTEM Education Private School will provide guidance and support where and when possible. No refunds will be granted 24 hours after purchase.

1.2. Our Overall Goal

CanSTEM Education Private School will strive for excellence in education, promote lifelong learning, and ensure an atmosphere in which students can reach their full potential, be sensitive to multi-cultural settings, and guide students as they become adaptable and responsible citizens in an ever-changing world.

To provide students with a clear and concise from of education in hopes of obtaining their OSSD

To provides students with the opportunity to learn and grow as students while developing themselves as people who contribute to greater society.

To give students ample opportunity to succeed.

To be fair

To be equitable

To inform parents and be open to the community.

To be understanding to student dynamics

To be an authentic means of learning for students and parents and stakeholders as they look to CanSTEM as a form of online schooling for their child.



1.3. School Organization

Day Terms and Reporting Periods

Term 1: September 3rd , 2024 – January 31st , 2025

Midterm report issued: November 16th , 2024

Final report issued: January-31st, 2025

Term 2: February 3rd, 2025 – June 30th , 2025

Midterm Report issued: April 11th , 2025

Final report issued: June 30th , 2025

Night Terms and Reporting Periods

Term 1 : September 1th , 2024 – December 29th , 2024

Midterm report issued: October 30th , 2024

Final report issued: January 6th, 2025

Term 2: January 2nd, 2025 – March 31st , 2025

Midterm report issued: February 14th 2025

Final Report issued: April 4th, 2025

Term 3: April 1, 2025 – June 30th , 2025

Midterm Report issued: May 9th , 2025

Final report issued: July 4th , 2025

1.4. Student and Teacher Expectations

Students' Rights

→ to participate in all school programs that are appropriate to the needs and abilities of the student.

→ to learn in a classroom without being disturbed



→ to be free of verbal and physical harassment

→ to be respected by peers and staff

Students' Responsibilities

→ to attend classes regularly and punctually

→ to respect the rights of others (i.e. their right to learn)

→ to respect the property and equipment of others – peers, staff and community (school)

→ to be diligent in preparing for lessons, assignments, and other requirements of a program of studies

→ to exercise self-discipline in words and deeds

→ to co-operate in maintaining community policies, guidelines, and harmony

Teachers' Rights

→ to expect the fullest co-operation of all students in or out of class, while performing their teaching and supervision duties

→ to expect support from the administration and parents in the disciplining of any student who interferes with the rights of others to learn and enjoy mutual respect.

Teachers' Responsibilities

→ to manage their classrooms

→ to report progress and conduct to the administration, parents, and students.

→ to plan and conduct an effective program.

→ to exercise the authority and discipline in the manner of a “kind, firm, judicious parent”

→ to plan, conduct and co-ordinate their classroom and extra-curricular activities with regard for the needs of the school as a whole.

1.4.1. Dress Code

Students are not required to wear uniforms. Boys are not required to cover their hair. However, they must maintain a clean buzz-cut or shaven head. Hats must be removed while indoors. Students that fail to follow class dress code will:

Receive a warning for first offence.

Sent home to change the second offence with notification to the parent.

Removed from class for a day with notification to the parent.

CanSTEM Education Private School Inc. does not require night school students to wear uniforms.

Inappropriate dress for night school is as follows:

- Ragged, cut-off jean shorts
- Tank tops or halter tops, T-shirts with inappropriate lettering
- Bare midriffs
- Exposed undergarments
- Slippers or beach sandals

1.4.2. Attendance Policy

The Ontario Ministry of Education identifies attendance as an important component of the evaluation of student achievement. Class attendance is compulsory for all students. Any absences will be logged by school officials. Punctuality at all classes is expected as it is a mark of respect for oneself and one's fellows.

In Online mode CanSTEM uses the notion that a student was present when he/she has actively engaged and completed a virtual lesson. Our Platform has system to keep record of access. Also, it is compulsory that every student has to attend discussion sessions and worksheet's discussion and feedback portions. Our recorded classes have the accumulation of ministry's 110 hours guidelines.

Reporting Absences: -

Students under the age of 18 must have their parents/guardians notify the school **prior** to the start of class if the student will be absent that day. Parents/guardians may also call in or provide a written note explaining the absence. Students that are over the 18 are required to provide a doctor's note for any extended absence or risk withdrawal for non-attendance. School officials will keep a log of all absences and explanations of those absences. Students are expected to catch-up with any course work that they have missed during their absence.



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If student did not access online portal more than week, then teacher will call the student, parents as well as we send the emails to student and parents. We suspend student if they did not spend enough time on the online portal as well as we inform student and parents via email about the suspension with stating the reason of suspension.

Lateness: -

Students who do not arrive for the start of classes will be marked as late. Students who will arrive more than 30 minutes after the start of classes will be marked as absent. Students should not come more than 5 lates in the whole semester. If student is late 5 days, we take as 1 absence.

Legitimate Reasons for Lateness or Absence: -

Medical/Dental appointments; students must notify the office of any absences due to appointments and provide valid note from the doctor.

Illness or Emergency; students that experience illness during the day must notify the office who will arrange for the student to phone parents/guardians and/or be sent home. In the case of emergency, students must notify the office before leaving the school. Leaving the school without notifying the school will result in an absence.

****Note: School officials are not allowed to dispense medicine to students.**

Consequences of Frequent Absences or Tardiness: -

Parents/guardians will be notified if a student has missed all or any classes during the day. 1 – 4 illegitimate absences will warrant a warning to the student and their parents/guardians. Unexplained absences totalling to 5 or more days is unacceptable. Parents/guardians will be notified if a student's success, based on the principal's judgment, is jeopardized by such absences. A meeting between school officials, the student, and the student's guardians will be held to explain the consequences of the absences and to discuss steps to improve. Consequences include:

- Withdrawal from the course (*see, Course Withdrawals, Sec. 3.7, pg.21*)
- Possible failure of the course and loss of credit

Extended Absences: -

Students and parents/guardians are encouraged to take holidays that align with school closures. If this is not possible, the following steps must be taken:

Student and/or Guardian (if under the age of 18) must sign a form of their intention to be absent at least two weeks before leaving.

All of the student's teachers must sign the form and detail the work that must be done before the absence.



The form must be returned to the office for final approval.

Attendance and Course Drop-Deadlines: -

Once a student registers into a course, they are expected to login 2-3 times per week and complete their coursework.

First Warning: - A student has not logged in to the course and completed any work between 25-30 days.

Secondary Warning: - A student has not logged in and completed any work in over 90 + days.

Final Warning: - A drop deadline will be established after 180+ days if no communication is made from the students and/or no progress is made in the course.

The student will be dropped from the course. If this occurs before the midterm point of the course, there will not be any academic penalty. If this occurs after 5 business days from when the midterm report card has been issued a 'W' i.e. Withdrawal will be reported on their transcript.

Staff responsibilities include: -

Helping students achieve to the best of their ability, developing self-worth, and being responsible citizens.

Maintaining order in the school and holding everyone to the highest standard of respectful and responsible behaviour

Communicating regularly and meaningfully with parents/guardians: -

Establishing a range of clear, fair, and developmentally appropriate interventions, supports, direct skill instruction and consequences for unacceptable behaviour including but not limited to homophobia, gender-based violence, sexual harassment, and inappropriate sexual behaviour.

Responding to and reporting behaviours which may have a negative impact on school climate.

1.5. Code of Conduct: -

Students, parents or guardians, teachers and other staff members are expected to adhere to the Code of Conduct at CanSTEM Education Private School Inc., whether they are on school property, on school buses or at school-authorized events or activities.

All members of the school community at CanSTEM Education Private School Inc. are to be treated with respect and dignity, especially persons in positions of authority. They are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is unacceptable.

The possession, use or threatened use of any object to injure another person is strictly forbidden and will result in immediate expulsion. CanSTEM Education Private School Inc. has also adopted a zero-tolerance policy towards members of the school community who are in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. At CanSTEM Education Private School Inc., we all have a responsibility to maintain an environment where conflicts and differences can be addressed in a manner characterized by respect and civility.

All members of the school community are expected to:

Demonstrate honesty and integrity.

Treat one another with dignity, respect, and fairness, regardless of race, ancestry, place of origin, colour, ethnicity, creed, citizenship, religion, gender, gender identity, sexual orientation, age, ability, socioeconomic status, or any other attribute.

Take appropriate action to help those in need, seeking assistance to resolve conflict constructively and respectfully.

Show proper care and regard for school property and the property of others.

Parent and guardian responsibilities include:

Taking an active role in their son/daughter's education by ensuring that he/she is prepared for learning, including punctual and regular attendance, promptly reporting authorized absences and late arrivals, and communicating regularly with the school.

Reviewing the school Code of Conduct with their son/daughter and helping him/her follow school rules

Helping their child understand that it is not appropriate to tease or bully others.

Monitoring their child's internet use and taking responsibility for his/her behaviour when accessing electronic resources from home.

Student responsibilities include:

Demonstrating a commitment to learning through punctual and regular attendance, being prepared and ready to learn.

Practicing honesty and integrity including, but not limited to, not participating in or encouraging plagiarism, misrepresentation of original work, use of unauthorized aids, theft of evaluation instruments, or false representation of identity.

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Following school rules and taking responsibility for his/her own actions.

Refraining from bringing anything to school, or using anything inappropriately, that may risk the safety of themselves or others.

Showing proper care and regard for school and community property, as well as only visiting other schools for school-related and authorized activities.

1.5.1. Safe School Policy

CanSTEM Education Private School Inc. promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers, and staff have the right to be safe and to feel safe in our school. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others and oneself.

The chart on the following page summarizes the Safe School Policy at CanSTEM Education Private School Inc. Repeated offences of any of the in the chart will result in expulsion.

	ONE DAY SUSPENSION	TWO DAY SUSPENSION	THREE DAY IN/OUT SUSPENSION	EXPULSION & LEGAL CHARGES
PHYSICAL VIOLENCE	- pushing - shoving - throwing objects - mischief causing potential harm	- kicking - punching	- intent to harm - physical injury	- serious physical injury due to lack of restraint - gang violence - any physical violence directed at a teacher - premeditated physical Fighting
VERBAL	- name calling	- racism - implied intimidation - disrespect of authority	- intimidation involving physical threat - extortion - continual disrespect of authority	- threatening teachers
WEAPONS				- any physical threat or use of weapons - possession of lethal weapons such as knives or guns
VANDALIS M THEFT	- reversible defacing of property	- petty theft	- theft - permanent defacing of	- extensive, purposeful defacing of

			property	property
DRUGS ALCOHOL				- dealing - possession - under the influence

Privacy and Content Ownership

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

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

2. DIPLOMA AND CERTIFICATES

Diploma Requirements :-

Students in the Ontario educational system is expected to develop as mature, well-versed individuals with a wide range of experiences and knowledge. As such, successful completion of Ontario Secondary School diploma involves the completion of multiple facets of experiential and educational requirements in and outside of the school environment. The following are the requirements for the OSSD:

In order to graduate from secondary school a student must successfully complete 30 credits, 18 of which are compulsory and 12 optional. In addition, students are required to successfully complete a literacy assessment and complete 40 hours of community service.

What need to earn an Ontario Secondary School Diploma depends on the year student started Grade 9.

If you started Grade 9 in 2023 or in prior years, you must earn:

Most secondary school students complete 8 credits per year, with the exception of Grade 12 where students take a minimum of 6 credits.

- 18 compulsory credits from 11 different topic areas
- Two Courses Online at least

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- 12 optional credits to supplement a student's educational gains.
- The provincial literacy requirement
- 40 hours community involvement inside or outside of the school
- all students are required to earn a Grade 9 or 10 Technological Education credit, which is a compulsory graduation requirement for the Ontario Secondary School Diploma.

Each of these four requirements must be completed before the OSSD can be granted to any student. Details for each of the diploma requirements follow.

following compulsory credits to obtain the Ontario Secondary School Diploma

2.1. 18 Compulsory Credits

- Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma
- 4 credits in English (1 credit per grade level)
- A maximum of 3 credits in English as a second language (ESL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English; the fourth must be a credit earned for a grade 12 compulsory English course (ENG)
- 3 credits in Mathematics (1 credit in Grade 11 or 12)
- 2 credits in Sciences
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.50 credit in Civics and 0.50 credit in Career Studies

Plus 1 credit from each of the following groups:

Group 1: 1 additional credit in English, or French as a second language

****** , or a Native language, or a classical or an international language, or social sciences and humanities, or Canadian and world studies, or guidance and career education or cooperative education*******

Group 2: 1 additional credit in health and physical education, or the arts or business studies, or French as a second language****** or cooperative education*******



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Group 3: 1 additional credit in science (grade 11 or 12) or technological education, or French as a second language

**** , or computer studies, or cooperative education*****

****** In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3

******* A maximum of 2 credits in cooperative education can count as compulsory credits.

******* all students are required to earn a Grade 9 or 10 Technological Education credit, which is a compulsory graduation requirement for the Ontario Secondary School Diploma.**

In addition to the compulsory credits, students must:

- Earn 12 optional credits (courses you get to choose)†
- Complete 40 hours of community involvement activities
- Complete the provincial literacy requirement

*A maximum of 3 credits in English as a Second Language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

**In groups 1, 2, and 3, a maximum of 2 credits in French as a Second Language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

***A maximum of 2 credits in cooperative education can count as compulsory credits.

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

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

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

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

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



requirement in the arts.

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

Optional Credits (Courses you get to choose)

In addition to the 18 compulsory credits described above, students must also complete to following requirements for their Ontario Secondary School Diploma:

o 12 Optional Credits: The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Students first enrolled in Grade 9 before September 1, 1999, should contact the school for information on OSIS Diploma Requirements.

New! Online Learning Graduation Requirement

The Ministry of Education has introduced an additional Graduation requirement for all students, beginning with every student who entered Grade 9 in the 2020-21 school year. The addition is that students will be required to earn at least two online learning credits to graduate from secondary school. This requirement is in addition to the Community Service hours and Literacy requirements currently in place.

The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation.

Parents/guardians and students should be aware that opting out of this requirement DOES NOT mean that students cannot access eLearning should they choose in order to take courses of interest or that are required for their pathway or post-secondary destination. It only means that the two online learning courses are not a requirement for graduation.

To opt out, a parent/guardian must submit an opt-out form to the school (forms will be provided in the coming months). Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school.

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Selection of courses should consider future pathways, the ability, and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities, and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan, the plan will be shared, when appropriate, with an educator instructing an online course delivered by CanSTEM Education Private school, with the necessary consent.

Definition of “online learning” for this graduation requirement

- Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.
- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school. Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student’s Individual Education Plan.

There is one exception that a credit earned by Grade 9 students during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement in recognition of the extraordinary circumstances of the COVID-19 pandemic. Guidance Counselor is aware of this exception and can assist you in planning.

Opting Out

Parents/caregivers who wish to opt out or exempt their student from the online graduation requirement must complete the opt-out form. Exemption from the online learning graduation requirements may be requested by:

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

The online learning graduation requirement also applies to adult learners that will be entering the Ontario secondary school system starting in the 2023-2024 school year.

Credits Earned During COVID-19

Students can count 1 high school credit that was earned during the province-wide school closures (from April 2021 to June 2021) towards the two online learning credits that they need to graduate. This applies to all Grade 9 students who were learning remotely due to the province-wide school

closures.

Check with CanSTEM Education Private School if you have questions regarding the registration process.

More information on the opt out process will be forthcoming.

Hardware and Software Requirements : -

Category	Item	Description	Details
Hardware	Processor	Minimum required processor for optimal Moodle 4.0 performance.	Quad-core 2.4 GHz or higher
	Memory (RAM)	Recommended amount of memory for smooth operation of Moodle 4.0.	8 GB or more
	Storage	Required disk space for Moodle 4.0 installation and data storage.	200 GB minimum
	Network	Network connectivity requirements for accessing Moodle 4.0.	Broadband connection, 10 Mbps or higher
	Display	Display resolution for the best user experience in Moodle 4.0.	1920 x 1080 pixels or higher
	Peripheral Devices	Required external devices for interaction with Moodle 4.0.	Keyboard, Mouse, Webcam (for online classes)
Software	Operating System	Supported operating systems for running Moodle 4.0.	Windows 10/11, macOS 10.15+, Linux (64-bit)
	Web Browser	Recommended browsers for optimal compatibility with Moodle 4.0.	Chrome (latest), Firefox (latest), Edge (latest), Safari (latest)
	Database	Required database systems for Moodle 4.0 backend.	MySQL 5.7+, MariaDB 10.2+, PostgreSQL 9.6+
	PHP Version	Supported PHP version for Moodle 4.0.	PHP 7.4.19+ or PHP 8.0.3+
	Web Server	Web servers compatible with Moodle 4.0.	Apache 2.4.7+, Nginx 1.10+
	PDF Reader	Required software to view PDF	Adobe Acrobat Reader DC or

Category	Item	Description	Details
		documents in Moodle 4.0.	equivalent
	Office Suite	Necessary for creating and editing documents, spreadsheets, and presentations.	Microsoft Office 2016+ or equivalent
	Antivirus Software	Recommended antivirus software to protect the system while using Moodle 4.0.	Any up-to-date antivirus software
	Java	Required for certain functionalities or plugins in Moodle 4.0.	Latest version of Java
	Screen Sharing Software	Necessary for virtual classes and presentations in Moodle 4.0.	Zoom, Microsoft Teams, or equivalent

If you started Grade 9 in 2024 or in later years you must earn:

17 compulsory credits

13 optional credits

the literacy requirement

at least 2 online learning credits

Compulsory credits

You need the following 17 compulsory credits to get your OSSD:

- **4 credits in English (1 credit per grade)**
- **3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)**
- **2 credits in science**
- **1 credit in technological education (Grade 9 or Grade 10)**
- **1 credit in Canadian history (Grade 10)**
- **1 credit in Canadian geography (Grade 9)**
- **1 credit in the arts**
- **1 credit in health and physical education**
- **1 credit in French as a second language**
- **0.5 credit in career studies**



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- **0.5 credit in civics and citizenship**
- **1 credit from the STEM-related course group.**

The following apply to compulsory credit selections.

You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.

You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.

STEM-related course group

Of the 17 compulsory credits, you must complete 1 from the following group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

Optional credits

You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.

Optional credits may include up to 4 credits earned through approved dual credit programs.

Literacy graduation requirement

You must meet the literacy graduation requirement to earn your high school diploma.

For most students, this means passing the Ontario Secondary School Literacy Test (OSSLT).

If you do not pass the OSSLT, there are other ways to meet the literacy graduation requirement. Contact your school principal to find out about these options.

Online learning graduation requirement

If you started Grade 9 in the 2020-21 school year or later, you must earn at least 2 online learning credits to get your high school diploma.

Credits earned during COVID-19

If you were in Grade 9 and learning remotely when all schools were closed (from April 2021 to



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June 2021), you can count 1 of the high school credits you earned towards the 2 online learning credits you need to graduate.

Opting out

If you want to opt out of the online graduation requirement you must be:

- 18 years of age or older
- 16 or 17 years of age and have withdrawn from your parent or guardian's control

If you meet this requirement, you can complete the exemption form available from your school board.

Otherwise, your parent or guardian needs to ask for this exemption by completing the form for you.

Community involvement activities

You need to have at least 40 hours of community involvement activities (volunteering) to graduate and earn your OSSD.

You can start collecting volunteer hours in the summer before you begin Grade 9.

When looking for volunteer opportunities:

make sure you know which activities qualify in your school board and meet the Ministry of Education's guidelines

check your school's counsellor or website for:

eligible and ineligible activities

tools to help you record hours and find volunteer activities

ask your principal or guidance counsellor for more information

If you're under 18, ask your parents to help you plan and select your activities. Talk with your guidance counsellor or principal about other ways your school can help you earn community involvement hours.

Volunteering in your community helps you learn about civic engagement and understand your role as a citizen. By being involved in your community and serving others, you:

develop transferable skills

explore different sectors and potential career opportunities

understand more about yourself and your role in society

Ontario Secondary School Certificate (OSSC)

2.2 Requirements for the Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

7 required compulsory credits

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

7 required optional credits

♦♦ 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described in section 6.2 also apply to the Ontario Secondary School Certificate.

Education Planner

Use the following chart to plan student's course selection each year:

Subject	Grade 9	Grade 10	Grade 11	Grade 12	Additional
1	English	English	English	English	
2	Mathematics	Mathematics	Mathematics		
3	Science	Science			
4	Canadian Geography	Canadian History			
5	French	Civics & Career Studies			
6	Health & Physical Education				
7	Arts				



To keep as many post-secondary options, open as possible, students are encouraged to take a Mathematics course in Grade 12 as well.

1 Credit from each of the following groups:

☐ Group 1 Credit

English, or French as a Second Language, or Classical or International languages, or Native languages, or Canadian and World Studies, or First Nations, Métis and Inuit Studies, or Social sciences and the Humanities, or Guidance and Career Education, or Cooperative Education.

☐ Group 2 Credit

The Arts, or Business Studies, or Health and Physical Education, or French as a Second Language, or Cooperative Education.

☐ Group 3 Credit

Science (Grade 11 or 12), or Computer Studies, or Technological Education, or French as a Second Language, or Cooperative Education.

2.2. 12 Optional credits

The 12 Optional credits may include up to 4 credits earned through approved dual credit courses. These 12 credits (one for every 110-hour course successfully completed) are earned in courses that the student may select from the full range of courses offered by the school. There is no prescription as to which courses the student must take to fulfill this requirement.

2.3. Provincial Literacy Requirement

The Ontario Ministry of Education requires that all students demonstrate a standard level of literacy in the English languages. CanSTEM Education Private School Inc. complies with this requirement by demanding a successful completion of either the Ontario Secondary School Literacy Test or the Ontario Literacy Course.

The test of reading and writing skills must be written by all grade ten students and must be successfully completed to obtain a secondary school Diploma. It can be written more than once and must be successfully completed by Grade 12. Deferral can be granted to students who did not successfully complete grade 9 English or students who are registered in English as a Second Language.

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School must provide accommodations that enable students with special education needs to participate in the educational setting. Necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the OSSLT (Ontario Secondary School Literacy Test) or the OSSLC (Ontario Secondary School Literacy Course).

Accommodations needed for the test, or the course can be provided to individual student according to his/her IEP recommendations. It can be or may be provided to the individual student during regular classroom practices according to his/her the assessments.

PROCEDURE FOR MAKING ACCOMMODATIONS

According to the OS appendix 3 document; CanSTEM Education Private School makes planning to accommodate individual student so individual student can get maximum benefit of his or her accommodation/s.

1-Every student will have separate planning according to his or her IEP accommodation/s. Principal will conduct the meeting with parent as well as student to explain and give understanding that how it will be benefit to individual student. (If student is under 18 parents have to get involve otherwise it is student choice). Meeting will be arranged and conduct with professional support staff when necessary. Meeting will be arranged on the beginning of grade 9 or 10 who are enrolling to grade 9 or 10. If student is enrolled in grade 11 or 12, CanSTEM will arrange meeting as OSR arrives from previous school so planning can be done as well as implement well ahead the OSSLT (Ontario Secondary School Literacy Test) schedule.

2-In order to meet the requirement of OSSLT (Ontario Secondary School Literacy Test), CanSTEM will inform the accommodation to EQAO. More about the accommodation will be consider and permitted in accordance with the OS appendix 6 with EQAO document guidelines from “Guide for Accommodations, Special Provisions, Deferrals and Exemptions). Permitted accommodation will be permitted in classroom practice, including assessments.

3-Every planning and accommodation will be discussed with student and parent. (If student is under 18 years of age)

PERMITTED ACCOMMODATIONS

In order to provide best opportunity and, to successfully complete OSSLT (Ontario Secondary School Literacy Test) as well as, Accommodations that are necessary and according to the OS Appendix 6 and EQAO (Ontario Secondary School Literacy Test) document (Guide for Accommodations, Special Provisions, Deferrals and Exemptions-“Permitted Accommodations) will be provided during the test and class.

Some summarized details about the Accommodation that are provided by the EQAO (Education Quality Accountability Office) for OSSLT (Ontario Secondary School Literacy Test)



1-adjustments to the environment in which the test is administered (May be student cannot write with other students so separate classroom where individual student will be alone)

2-Adjustments in the time allowed for the test. (student can be granted extra time to finish test)

3- Changes/adjustments to the format of the test (e.g., alternative forms of print) [These alternative forms will be provided by the EQAO (Education Quality Accountability Office), CanSTEM does not provide those form. There is no authority to CanSTEM to provide such alternative FORMS]

4-Changes/ adjustments to the format of responses.

Note: - Clarification of instructions for both the reading and the writing components of the OSSLT (Ontario Secondary School Literacy Test) is permitted for all students before the commencement of the test.

(Commencement means the date prior to the test CanSTEM will inform and make sure the clarification of instructions.)

Some more Accommodations: -

In Some cases, some accommodations are not included in individual IEP (Individual Education Plan) or individual doesn't have IEP. However, it might be necessary upon the request from student and/or parent. It falls under the "Right for Special Consideration of Accommodations".

Accommodations other than EQAO guideline can be implemented by following subsection: -

"Human Resources Required for the Implementation of Accommodations during Administration of the OSSLT" (Ontario Secondary School Literacy Test).

How to Requests For Special Consideration of Accommodations

List of Accommodations that are in EQAO Guide: - This can lead to deferrals or exemptions. CanSTEM follows OS document Appendix 3 as

If the accommodation is not described in student's IEP (Individual Education Plan), the parent, adult student or principal submit a request for consideration to the Chief Assessment officer.

If student is transferred into the school from one jurisdiction to other then parent, adult student, or principal can request for accommodations to the appropriate Chief Assessment officer.

If there are temporary circumstances, a student does not require those accommodation normally, so principal can grant permission to accommodate student's request if according to the EQAO



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(Education Quality Accountability Office) Guide for Accommodations, special Provisions, Deferral and Exemptions. If principal will determine that it is not possible to provide an accommodation, then a student will be considered for deferral.

Upon all above If Parent are not satisfied with the decision, then adult student, can appeal to the appropriate Chief Assessment officer. Decision of Chief Assessment officer is final.

Accommodation That are not Listed in the EQAO (Education Quality Accountability Office) Guide

When a parent, adult student, or principal identifies a need for an accommodation:

If deferrals and or Exemptions do not involve more than double the time allowed for the test, then parent, adult student will submit the request for consideration to the Chief Assessment Officer of the EQAO (Education Quality Accountability Office). Final Decision will be taken by Chief Assessment Officer.

Human Rights Required for the Implementation of Accommodations during Administration of the OSSLT (Ontario Secondary School Literacy Test)

Any person who is engaged to assist the given accommodation for students with special education must not be teacher of student under the direct supervision, and relatives but individual can be known as well as that such individual must get training to follow following guidelines.

1-Role: - supervisor must properly administrate the test and accommodations too. Individual must not provide any assistance that would compromise the validity of the test. Simply, individual shall not provide assistance that helps student/s to understand the question/s or to formulate answers. If the individual is non-teaching, then there will be security provisions.

2-Scribe can be provided after permitting special accommodation. However, the scribe must be: -

Must not give any assistance or suggestions related to the content of the test.

Must not give any advice related to any question or formulate the answer or sanction and allotted time.

Must print or type the student's answer exactly as they are dictated by the student.

If require scribe is allowed to read back what has been recorded, this can be done upon the student request as well as scribe allowed to change multiple choice question upon the request of student on the answer sheet.



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Must follow EQAO (Education Quality Accountability Office) policy on the duty to report child abuse as stated.

Special Provisions for English Language Learners pertaining to the OSSLT (Ontario Secondary School Literacy Test) Accommodation

Can be provided if the principal regard in the specific ways so it will be in the best interest of the student without violating any EQAO (Education Quality Accountability Office) policy.

Decisions about special provisions must: -

It must be different and base on the individual student as well as it can be made by principal upon consultation with student, parent, (if the student is under the age of 18) and appropriate staff.

It will be made right after arrival of OSR (Ontario Student's Record) from previous school or upon admission so preparation and permission time will be there to follow EQAO (Education Quality Accountability Office) guidelines for provisions.

Every discussion and decision will be clearly recoded, stated and communicated with all pertinent details in writing to the parents or directly to the adult student, in advance of the writing of the test. Collective records will be recorded on the Student Data Collection System if require by the EQAO (Education Quality Accountability Office) for students writing OSSLT (Ontario Secondary School Literacy Test)

Deferrals of the Ontario Secondary School Literacy Test

Deferrals are intended for students who are working towards an OSSD (Ontario Secondary School Diploma) and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Such students could include:

Students who have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and who would not be able to participate in the test even if all accommodations were provided.

Students who are English language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test; there is Special provisions in section 2 Appendix 3. CanSTEM

Students who have not been successful in acquiring the reading and writing skills appropriate to Grade 9.

Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the principal of the school in such cases.



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

A request for a deferral may be made by either a parent (or the student, if the student is an adult) or the school, as long as both parties have been consulted. Such requests are made in writing to the principal.

The principal may grant the deferral.

Anyway, we do not have provision to accommodate Special need students so all above deferrals can be implemented in CanSTEM Education Private School Inc.

Note:

The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting, as prescribed by the EQAO.

All documentation related to the decision to grant a deferral must be kept in the student's Ontario Student Record.

EXEMPTIONS: -

The student's IEP indicates that he or she is not working toward an OSSD (Ontario Secondary School Diploma).

Students who have been eligible to write the test twice and who have failed it at least once may take the Ontario Secondary School Literacy Course (OLC4O) in place of the test.

2.4. 40 Hours Community Involvement

In order to achieve their diploma, students must complete and document a minimum of 40 hours of community involvement activities. Students may start their community hours as early as the summer before entering their first year of high school. It is recommended that grade 8 students intending to enroll at CanSTEM Education Private School should pick up a community hours service form.

Community Involvement Activities not approved:

- Any paid activity (i.e. babysitting);
- Cooperative education;



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

Community Involvement Activities approved:

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

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- Assisting seniors with chores
- Involvement in community committees, food banks, fairs, etc.
- Participation in environment projects such as a recycling project, etc.

Roles and Responsibilities of the Stakeholders

The Principal is required to provide information about the community involvement requirement to parents, students, and community sponsors. The Principal is also required to provide students with the information and forms they will need to complete the community involvement requirement, including the school's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

In consultation with their parents, students will select an activity or activities from the list of approved activities or choose an activity that is not on the list, provided that it is not an activity specified on the Ministry of Education's and the school's lists of ineligible activities. If the activity is not on the list of approved activities, the student must obtain written approval from the principal before beginning the activity.

Before beginning any activity, students will provide the principal or other school contact with a completed "Notification of Planned Community Involvement Activities" form indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A "Completion of Community Involvement Activities" form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

Parents (or guardians) should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of eighteen years. Parents are also responsible for obtaining the appropriate insurance covering the student for any unseen circumstances while involved in these community activities.

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One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfill their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form. Community sponsors will be responsible for ensuring that their liability insurance will protect them for their involvement in the program. The community sponsor should be aware that the students do not have either accident insurance or Workplace Safety Insurance through the CanSTEM Education Private School. The community sponsors should ensure that the students are provided with adequate safety instructions, are trained properly for their work, and supervised to ensure a safe volunteer experience.

2.5. Substitutions for Compulsory Courses

Substitutions for a limited number of compulsory courses can be made from the remaining compulsory courses offered by the school. Up to three (3) compulsory courses can be substituted subject to the discretion of the principal, in order to enhance student learning or to meet special needs or interests. Parental/guardian approval is required for students under the age of eighteen (18).

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits.

To meet individual students' needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements.

In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate.

Substitutions should be made to promote and enhance student learning or to meet special needs and interests. See section 7.3.2: Second Language Programs and appendix 5: Compulsory Credits.

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution.

If a parent or an adult student request a substitution, the principal will determine whether or not a substitution should be made.

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A principal may also initiate consideration of whether a substitution should be made. 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. Each substitution will be noted on the student's Ontario Student Transcript.

In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits in accordance with section OS 6.1.1.)
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet (see section 7.3.1).
- If a student wishes to proceed with a substitution a form will be provided for completion.

2.6. The Certificate of Accomplishment

Students who leave school without fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

3. THE CURRICULUM

3.1. The Ontario Credit System

What is a credit?

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A credit is granted in recognition of the successful completion of a course (50% or higher) that has been scheduled for a minimum of 110 hours. The principal on behalf of the Minister of Education and Training for courses that have been developed or approved by the ministry grants credits. A half-credit may be granted for each 55- hour part of a 110-hour ministry developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

In granting credit, 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. A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours.

CanSTEM Education Private School students' learning is self-directed so the number of hours scheduled for the course will be determined by logging the number of hours the student is logged on to the learning site and the number of hours spent on course work, discussion, assignments, tests, projects, presentations and online zoom meetings and zoom classes..

3.2. 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.

3.2.1 Types of Courses in Grade 9 and 10

De-Streamed Level “W”:-

The Ministry of Education is removing Academic and Applied courses (de-streaming) in Grade 9 and implementing de-streamed courses.

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Grade 9 Mathematics (MTH1W1) (started in September 2021), Grade 9 Science (SNC1W1) (started in September 2022), Grade 9 English (ENL1LW1) are DE streamed across the province.

"With the introduction of this curriculum, all high school students will take the same math [or science] course in Grade 9 which will allow for the same eventual opportunities for all and an improved ability to **pursue the pathway of their choice after their K-12 education**" (Ontario Ministry of Education, 2021).

These courses lead to all pathways in future grades. The curriculum expectations are the same for all students, are based on the academic or de-streamed curriculum for each of the core subject areas and prepare the students for future study in grade 11 and 12 in the pathway of their choice (e.g. University, College, Workplace).

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.

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.

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.

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

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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.

3.2.2 Types of Courses in Grades 11 and 12

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. These 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.

College Courses: "C": - Courses designed to prepare & to equip 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.

Workplace Courses: "E": - Courses designed to equip students who are 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. These 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.

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.

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. These 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.

3.3. 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:

First 3 Characters:	Fourth Character:	Fifth Character:
○ Area of subject/course ○ Three Letters Example : 1-MPM 2-BBB 4-ENG	○ 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 W-De-streamed 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

SBI3U: **SBI** – First three characters indicating the subject a science, particularly Biology.

3 – Indicates that this is a grade 11 course. **U** – Indicates that this is a university preparation course.

3.4. 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.

3.4.1. English Department

English, Grade 9 De-Streamed (ELN1W)

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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, ELN1W Grade 9, De-Streamed

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)

Course Description

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



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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)

Course Description

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)

Course Description:

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

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Course Description :-

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 (EPS3O)

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

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- OLC4O

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.)

3.4.2. Mathematics Department

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De-streamed Mathematics, Grade 9, (MTH1W)

Course Description:- 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)

Course Description: - 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: De-streamed Mathematics, Grade 9, (MTH1W)

Functions, Grade 11, University Preparation (MCR3U)

Course Description: - 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

Course Description: - 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

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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,

Course Description: - 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)

Course Description: - 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)

Course Description: - 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

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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)

Course Description: - 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

Course Description: - 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

Course Description: - 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.

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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

3.4.3. Science Department

De-streamed Science, Grade 9, (SNC1W)

Course Description: - *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)

Course Description: - 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: De-streamed Science, Grade 9, (SNC1W)

Chemistry, Grade 11, University Preparation (SCH3U)

Course Description: - 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)

Course Description: - 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)

Course Description: - 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)

Course Description: 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)

Course Description: - 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

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Physics, Grade 12, University Preparation (SPH4U)

Course Description: - 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)

Course Description: - 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)

Course Description: - 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

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SES4U, Earth and Space Science Grade 12, University (SES4U)

Course Description: - 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

Course Description: - 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)

Course Description: - 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

3.4.4. 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 and the influence of social media, while developing their understanding of the role of civic engagement and of political

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processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

Prerequisite: None

3.4.5. Health and Physical Education (Revised, 2015)

Healthy Active Living Education, Grade 9, (PPL1O)

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 (PPL2O)

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 (PPL3O)

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

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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 (PPL4O)

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

3.4.6. Guidance and Career Education

Career Studies, Grade 10, Open, (GLC2O)

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

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apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

Designing Your Future, Grade 11, Open (GWL30)

Course 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

3.4.7-Canadian and World Studies

Issues in Canadian Geography, Grade 9, Academic-CGC1W

Course Description: This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

Prerequisite: None

Canadian History since World War I CHC2D Grade 10, Academic

Course Description: - This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will

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

Prerequisite: None

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

Course Description: - This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Prerequisite: None

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

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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-CHV2O-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 and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their

communities.

Prerequisite(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

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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.

3.4.8- 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 – HPC3O

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.

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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

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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

3.4.9 Business Studies

Building the Entrepreneurial Mindset, Grade 9, Open (BEM1O)

Course Description: - In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

Prerequisites: None

Launching and Leading a Business, Grade 10, Open (BEP2O)

Course Description: This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

Prerequisite: 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

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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

3.4.10 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

3.4.11-French

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French, Academic Grade-9 FSF1W

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 Voki 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

3.4.12-Art & Drama

Visual Arts, Open Grade-9-AVI1O

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-AVI2O

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

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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

3.4.13-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

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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

3.4.14-Technology

Technology and the Skilled Trades, Grade 9, Open (TAS1O)

Course Description: This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

Prerequisite: None

Technology and the Skilled Trades, Grade 10, Open (TAS2O)

Course Description: This hands-on course enables students to apply the engineering design process and other technological knowledge and skills introduced in earlier grades. Students will design and safely

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create prototypes, products, and/or services, working with tools and resources from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as quality control, and health and safety standards. Students explore opportunities for job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

Prerequisite: None

3.5. Course Outlines & Student Access

Course outlines are developed for all secondary courses offered. Students will be provided with a course description and evaluation breakdown at the commencement of each course. In addition, students have access to the entire course outline found in the main office. They must advise their instructor in writing of their request and are allowed access under Principal supervision. Course outlines are not to leave school property with students.

Students may also gain access to the Ontario curriculum documents that their courses are derived from either in person at CanSTEM Education Private School Inc., or online at

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

3.6. 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.

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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

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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



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- 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

3.7. 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.

3.8. Changing Course Types

Students who wish to enroll in a different type of course (e.g. applied instead of academic) can do so given

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they have the required prerequisite for that course. Students must have every prerequisite needed to take courses, and as such may need to have prerequisites waived through the aforementioned prerequisite waiver process. In this process, students must take

3.8.1. 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.

Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside CanSTEM Education Private School's classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in CanSTEM Education Private School, including the Independent Learning Centre and inspected private schools that choose to implement

PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits.

The PLAR process developed by a **school in compliance with ministry policy involves two components:** challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

PLAR is outlined in the document:

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/oss/oss.pdf>, pg. 36-41, sec6.

3.9. Prior Learning Assessment and Recognition (PLAR equivalency)

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The principal can determine equivalency of credits which involves the assessment of credentials from other jurisdictions. All PLAR procedures are carried out under the direction of the Principal who grants credits and are in compliance with policies laid out by the Ministry of Education.

Assessment instruments for this process must include formal tests (70% of the final mark) and a variety of other assessment strategies appropriate to the particular course (30% of the final mark). Such strategies may include the evaluation of the student work including written assignments, laboratory work, and observation of student performance.

PLAR for Regular Day School Students:

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

For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning (see section 4.3.2 and Appendix 2 in OS).

PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students. PPM No. 129 outlines in detail the PLAR policy and requirements that apply to regular day school students.

3.9.1. PLAR Challenge

The PLAR challenge is a process where the students' prior learning is evaluated. They are then granted a credit for a course developed from a provincial curriculum policy document. Students may request to challenge previous courses and, if successful, are granted an equivalency credit. A maximum of four (4) credits may be granted for grades 10, 11 and 12, with no more than two (2) in one subject area. We have separate folder and documents for Plar Details.

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

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- 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.

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.

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→ 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

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(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 (Ontario Secondary school Diploma).

→ **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 (Prior Learning Assessment Record) 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

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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 to 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

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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:

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

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.

- Independent Learning Centre

The Independent Learning Centre is run through TVO and provides distance education. For more information, visit their website.

- Secondary Credit Program Evening Classes (various high school locations) Classes are available to secondary day school students and adults.

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.

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,



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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.

Information on Evaluation and Examination Policies

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



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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.

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.

For Online Students: -

All courses will have a final examination or evaluation worth 30% of a student's final mark, which is 100% of their final evaluation, unless otherwise agreed to by the principal.

Required Hardware and Software: -

Software

- 1-Internet browser
- 2-Microsoft 360
- 3-PDF convertor (They find the link on the platform too)

Hardware

Any working computer with sounds, mikes, and camera

To write the final exam, there are two options

1-Book the exam time and come to the CanSTEM's location to write exam

2-Proctored Exam

Conditions for Proctored Exam

students will need to submit a proctor approval form (available within the course flow). The selected supervisor must be approved by CanSTEM Education Private School before their exam date can be finalized. Examinations must take place in a professional environment; they may not be held at a private residence (unless due to an exceptional circumstance ie. COVID). Acceptable supervisors require a work email address and may be asked to produce a copy of their diploma or certificate of qualification or practicing license in order to validate an exam application.

Acceptable supervisors include Ontario Certified Teacher, lawyer, registered family physician, registered nurse, government social worker, registered psychologist and professional registered counsellor. Relatives, supervisors without a professional email address and hired tutors will not be approved to proctor a student exam.



Proctor Guidelines

If the student is currently registered in a public or private school, then the student should consider arranging to write the exam with a person associated with his or her home school (Teacher, Librarian, Counselor), where feasible. If the student is not currently registered with another school, or this is not an option, we recommend that the student contact a local public library, college/university or testing centre to see if they offer proctoring services.

The student will be required to adhere to policies and procedures of these locations in addition to OES final exam policies and procedures. If this option is not available, then the student can ask anyone who he or she knows that meets all requirements set out above. A few examples of individuals who would most likely be approved as a proctor are: engineers, registered nurses, lawyers, Chartered Accountants.

Additional Proctor Guidelines:

- Appointed, no conflict of interest (not a relative or friend)
- Recommended ratio is one proctor to every thirty students
- Recommended where possible to have one male and one female proctor
- Age of majority
- No conflict of interest (have a family member or a business relationship with the student)
- Does not work, or intend to work for an organization that is part of, or affiliated with, the educational profession
- Does not study, or intend to study, at the organization
- English or bilingual speaking

Duties:

- Collect papers from secure location (or electronically)
- Distribute exams and answer books to examination desks before the exam begins
- Commence exam promptly, make all announcements, end at the appropriate time
- Verify student identity (compare student name on attendance roster with the on a Photo ID)
- Complete Proctor Assessment Information Form
- Record incidents or circumstances that may need to be taken into consideration

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- Ensure all unused question papers not used by students for recording their answer are discarded
- Determine whether emergency procedures for evaluation should be initiated
- Contact exam team lead/director in the event of a suspended breach of regulations
- Responsible for security of the exam room, all exam materials and return of all exams

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.

3.10. Assessment, Evaluation, and Examination

Assessment practices, which occur throughout every course, are integral to the success of our students. As they progress through a course, every student is expected to grow, not only in the subject matter, but as learners and members of a community. In line with new Ministry documents, including *Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools*, assessments can be found in a variety of forms. This multifaceted method to assessment of student progress and achievement can ensure that strengths are capitalized, weaknesses are recognized, and that equity and fairness is found in all course proceedings. There are three main methods of assessment, which are outlined below.

Assessment for learning

is often done at the beginning of a semester, term or unit of study. It may also be done when there is evidence of individual class difficulties. Although it may be used for anecdotal reporting, it shall never be used as part of a student's mark.

Assessment as learning

is conducted continuously throughout the course in an effort to improve instruction and learning. Its aim is to make both students and teachers aware of the objectives to be achieved and the progress being made towards that end. It includes traditional methods of teacher-conducted evaluation, student self-evaluation, and peer-student evaluation.

Assessment of learning

occurs at the conclusion of an activity, unit of work, term or course. Along with the formative evaluation, it is used to determine student achievement and program effectiveness. The results of this combined assessment of a student's achievement are used for the purpose of reporting and to ascertain the degree of realization of course expectations.

The proper and consistent use of all of these assessment techniques will be the responsibility of each teacher for every course. Every student will be given the opportunity to reach their full potential in a course through the assessment of each aspect of their learning experience. These assessments will also aid in a more conducive learning environment and will contribute to the final evaluations and reporting of course marks.

Evaluation

Evaluation is an on-going, systematic process of determining the extent to which educational expectations are achieved. There are three important principles implied in this definition:

1. Evaluation is a planned, structured endeavour, intended to determine a student's achievement, and as a need for possible modification.
2. Evaluation is conducted within the context of the expectations identified for the program, course, unit or lesson.
3. Evaluation will include the assessment of the student's knowledge and understanding, thinking and inquiry, communication and application skills.

We assess and evaluate students for a variety of reasons:

- to determine if the student has achieved course expectations
- to determine the knowledge and skills the students have acquired
- to observe the development of students' attitudes and appreciation of the subject

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- to assess the skills, interests, abilities, difficulties and level of achievement of an individual, group or class
- to determine how well students apply their knowledge or demonstrate skills when asked to use them in real-life or simulated experience
- to summarize an activity, topic or unit of work
- to provide a basis for extra help where needed
- We also use assessment and evaluation:
 - to find a basis for designing a program for the individual, group or class
 - to determine where the curriculum needs improvement
 - to determine how effective the teaching process or methodology has been
 - to gather information on the quality of the learning environment
 - to assist the teacher in planning the direction of future study
 - to identify the most useful information to communicate to students and parents

Evaluation Policy

1. The evaluation methods and techniques will reflect the expectations as stated in the course of study for each subject area.
2. At the beginning of every course, students will receive a written outline of how they are to be evaluated.
3. Assessment and evaluation will be comprehensive, will focus on the overall expectations of each course and will involve a wide array of assessment strategies.
4. Each course will have a comprehensive evaluation plan, which may be requested by parents and/or students. Each evaluation plan must have a statement of the evaluation policy, including:
 - Weighing of course work (70%) and final examination (30%)
 - provision for modification for students with special needs

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- Methods of differentiating styles of evaluation.
- 5. Effective use of language will be rewarded in the evaluation process, when language is a component of the students' work.
- 6. Students may request information about their marks and progress from their teachers at any time.
- 7. Attendance is an essential component in achieving academic success. Consequently, a student may be withdrawn from a course due to poor attendance. For a student to remain in the course, an interview with the Principal will be required.

3.11. Reporting Student Achievement

Student achievement must be communicated formally to students by means of a report card. The report card provides a record of a student's achievement of the curriculum expectations. The percentage grade represents the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart of the discipline.

- The final grade for each course is determined as follows:
- 70% will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% will be based on final evaluation in the form of an examination, performance, essay, and /or other method of evaluation suitable to the course content and administered towards the end of the course.
- Percentage grades below 50% indicate insufficient achievement of curriculum expectations and signal that additional learning is required before the student can achieve the expectations to a passing level. At the end of a course, a student who receives a grade below 50% will not receive credit for the course.

3.11.1. 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



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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 are 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. 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.

OSR Storage Policies

CanSTEM Education Private School Inc. will take the following measures to store the OSR:

- All the OSR are stored according to the storage policies of CanSTEM Education Private School.
- All the OSR are stored according to the storage policies and guidelines of Ministry of Education--Ontario.

There are three kinds of OSR

1-Current Student

2-Between 1 years to 5 years (Meaning of this, when student graduate or leave the school. When student graduate the school, we have to keep OSR in our storage in the section called "1-5". If student did not graduate and left the school and did not enrolled in another school or there is no request of OSR received then still we store document under the storage section "1-5".

3-Over 5 years (Student graduated or left. It has been 5 years or more that student graduate or left the school.

→ **All Current student:-** There is ongoing process to update these OSRs. They are kept in the Principal Office and only handle by owner/s or/and current principal.

→ Between 1 years to 5 years: - These OSRs are moved to our "Document/s Storage Room". In that room, they are stored under the cabinet name "1-5"

→ All the documents are stored and index card and OSR document is filled up with proper information

→ None of the papers are removed

→ All the copies are arranged and Final OST is kept under the section "Report card".

→ **Over 5 Years:** - These OSRs are stored when it has been over 5 years after student left the school. We shared all the papers and keep only his/her index card and OSR documents with the latest transcripts.

→ These all OSR has to store for 55 years after student left the school or graduate the school whichever the last happened.



→ Due to any reason/s, if the school gets closed permanently, then we have to return these OSRs to the ministry of education.

OSR Handling Policies

CanSTEM Education Private School Inc. will take the following measures to secure the OSR:

- All the OSR are stored in lock cabinets.
- Cabinets are located in the Office which located at front entrance of the school.
- The OSR room must be always locked under any circumstances.
- Key of those room and cabinets must be kept in the drawer of Principal table which is locked.
- Table key has only access to owner and current Principal
- Access to OSR room is not given any staff member/s, student/s, parent/parents, or outsiders under any circumstances.
- Only those documents will be handled by Principal or the Owner.
- Upon the request and under the access to information act, we are allowed to show OSR to particular student and his or her parent/s.
- In the above situation, student or parent/s will sit in office of principal and document will bring there by owner/s or current principal to discuss and show.

3.11.2. 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.

3.11.3. Plagiarism Policy

CanSTEM Education Private School has adopted a plagiarism policy. A zero mark will be assigned to any proven plagiarism. In some cases, such as repeat acts of plagiarism, the acts could result in expulsion from the school. A copy of this policy, along with the appropriate explanation, will be given to each student at the commencement of each course. It must be made clear to students that they are responsible for providing evidence of their learning and that there are consequences for cheating and plagiarizing.

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned. CanSTEM Education Private School will work collaboratively with our community to develop strategies for helping



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students understand the gravity of such behaviour and the importance of acknowledging the work of others.

3.11.4. Late and Missed Assignments

As per Growing Success: Assessment, Evaluation, and Reporting Procedure #104

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

Where in the teacher's professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:

Reviewing the need for extra support for English language learners;

Reviewing whether students require special education services;

Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so;

Deducting marks for late assignments, up to and including the full value of the assignment.

4. SUPPORTS AND RESOURCES

4.1. Computer lab, resource center, community resources, etc.

In Person School: -

CanSTEM Education Private School Inc. has a separate on-line computer lab. Students are welcome to use the computer equipment for their research and assignments. During course instructional time students must first obtain permission from their teacher in order to use the computer lab. Abuse of computer equipment will result in removal of privileges.

Online School Hardware and Software Requirements: -

Students should have access to a stable high-quality internet connection and an up to date laptop or desktop computer with a microphone and video camera.

Recommended software includes Adobe Acrobat Reader and word processor and spreadsheet applications such as Microsoft Word and Excel.



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Students will need a Gmail account to access Google+ Hangouts for video conferencing and whiteboard applications.

Students registered in Mathematics courses may need access to a scanner or camera to submit assignments with complex mathematical notion.

Appropriate Use of Technology

In the case that a student is found to use technology in an unacceptable manner, the student and parent (if under the age of 18) will be contacted. The consequences of such actions may result in the removal of the student from the course without refund.

Unacceptable behaviours may include, but may not be limited to the following:

- Creation and transmission of offensive, obscene, or indecent document or images;
- Creation and transmission of material which is designed to cause annoyance, inconvenience or anxiety;
- Creation of defamatory material;
- Creation and transmission that infringes copyright of another person;
- Transmission of unsolicited commercial or advertising material and deliberate unauthorized access to other services accessible using the connection to the network/Internet;
- Causing technical staff to troubleshoot a problem for which the user is the cause, corrupting or destroying other user's data;
- Violating the privacy of others online;
- Using the network in such a way that it denies the service to others;

Continuing to use software or other system for which the user has already been warned about using; and

- Any other misuse of the network such as introduction of viruses;

4.2. Guidance Services and Support Services

Guidance services are available to students at CanSTEM Education Private School inc. to assist them in developing appropriate educational plans and career alternatives. Students will be consulted on a regular basis by counsellors and are encouraged to use the service as they feel necessary.

Guidance staff will make every effort to assist students with their various needs. They will provide course calendars and software (where applicable) from various universities in Canada and the United States. Since universities and colleges require different combinations of subjects and marks for their programs, students are advised to make their post-secondary choices in consultation with the Guidance Department. Please remember that our school is committed to helping students obtain the OSSD (Ontario Secondary School Diploma) and enter the university or college of their choice.



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In addition to guidance services, students and parents are encouraged to take one of many pamphlets and booklets available at the front desk for further information regarding education planning. Guest speakers from various universities and professions are invited to counsel students at various times during the year.

Additional support services, such as tutoring, are offered after school hours for students that struggle with the English language. At this time, CanSTEM Education private school Inc. is unable to offer support for special education.

Guidance Support

CanSTEM Education Private School students are encouraged to direct any specific questions regarding course selection, general support, marks or general guidance support questions to canstem.education@gmail.com

Additionally, local assistance may not be known due to the nature of the online school, please visit your local community support center. Further, students can book a Guidance Appointment on our site via the Contact page. This will grant you 15 mins with a counsellor.

The following website can be used to assist with educational planning and course selection process:

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descr9e.pdf>

Student Support from Guidance

At CanSTEM Education Private School student support is a key component of our programming and available through our Guidance department. CanSTEM Education Private School, here are some

examples of the ways in which we support students:

- Individual pathways plans (IPP) via (zoom pre book appointment)
- Strategies and resources (www.careercruising.com)
- Course selections
- Referral to programs such as OASAR (www.oasar.org), which provides at-risk students with the support, they need.
- Using the Ministry website EDUGAINS to inform our support of English Language Learners (ELL) and English and Second Language (ESL) students: <http://www.edugains.ca/newsite/ell/>
- eCampus Ontario Online Library: <https://www.ecampusontario.ca/openeducation-resources/>
- Libraries around the CanSTEM Education Private School Office: <http://www.bramlib.on.ca/>



4.3. Online Courses :-

We offer online courses through the exclusively developed platform by using Moodle. Form G has all the details

4.4. 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.

4.4. 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.

4.5- Program and Planning

In Ontario, students are required to stay in secondary school until they reach the age of eighteen or until they obtain an Ontario Secondary School Diploma (OSSD). CanSTEM Education Private School understands the importance and value of completing a secondary education and is committed to reaching every student and helping them achieve a successful outcome from their secondary school experience.

Below is a summary and discussion of the relevant policies set out in Ontario Schools, Kindergarten to Grade 12: Policies and Program Requirements, 2011 (OS) as set out by the Ministry of Education.

Available online:

<http://www.edu.gov.on.ca/eng/document/policy/os/onschools.pdf>



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Intervention Strategies, supports, and programs for student success, including for students at risk of not graduating

Identifying a Student as a Student At Risk of Not Graduating, students at risk of not graduating are students in grades 5 to 12 who withdrew prior to completing high school or are two or more of the following:

- Behind their age group in the number of high school credits attained A student shall be determined to be behind in his/her age group in the number of high school credits attained if the student is 2 or more semesters behind in credits or 2 or more quarters behind, depending on type of high school schedule.
- Two or more years behind their age group in basic skill levels A student shall be determined to be behind two or more years than his/her age group in basic skill levels in Math and/or reading if he/she falls into the lowest score range on the state mandated assessment in Math and/or Reading. If he/she missed all or part of five days in a semester without an acceptable excuse.
- Parents (teen parents; male and female and pregnant teens)
- Adjudicated delinquents a student is determined to have been adjudicated a delinquent based on reports received from the court system.
- 8th grade student who fall into the bottom range in all subject areas on the state-mandated assessment of knowledge and concepts, 8th grade pupils who failed the state-mandated assessment of knowledge and concepts and 8th grade students who failed to be promoted to the 9th grade

School-based teams shall consider the above factors, at least annually, for all students in grades five through twelve.

If a team determines that a student is a student at risk of not graduating high school, the team shall initiate the process to provide written notice to the student's parent/guardian. The written notice, as required and shall include the following:

- (a) The name and telephone number of a person the parent or pupil can contact regarding the school district's children at risk plan or program.
- (b) A description of the district's at-risk plan.
- (c) A statement that the pupil is eligible to be enrolled under the plan to serve children at risk.
- (d) A description of the at-risk programs available and how the pupil may participate in a specific program if more than one program is offered as part of the plan.
- (e) A statement to inform the parent that he or she may select one or more programs in which the pupil may be enrolled, if the pupil meets the prerequisites for the specific program requested.
- (f) Describe the procedure for requesting that the pupil be enrolled in the specific at-risk program selected by the parent. The request shall be in writing or be given verbally to the person responsible for enrolling the pupil in the program. This person shall record the date and time of a verbal request and whether this request was made in person or by phone.



(g) Identify the process that a parent may use if the parent disagrees with the planned services.

Parent Notification Letter, we combine our state-mandated at-risk notification for grades 5 - 12 with our district at-risk notification procedures (e.g., non-promotion in 8th grade, and on-track to graduation in 10th - 12th grades).

Pre-K – Grade 4 - Prevention Programs and Supports Available for Students

Potential Indicators:

The state does not provide criteria for students in grades 4K through 4, however, some of the following common factors in students' lives from 4K through 4th grade may be potential indicators toward future identification of at risk:

- Chronic/severe behaviour problems
 - Academic delay in reading and/or math
 - Habitual truancy (absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester)
 - Any adverse childhood experience as perceived by the child
- Programs and Services to Support Individual Student Achievement and Success in School Within our elementary schools, there are a variety of supports available to encourage student success and meet individual learning needs so as to prevent future difficulties. MMSD provides a wide range of quality options to all students regardless of label or status. These supports are monitored on a regular basis to ensure that a student is making progress and reaching goals. Below is a sample of supports offered to 4K - Grade 4 students to prevent them from becoming at - risk of not graduating. A comprehensive list and guidance for supports and interventions can be found in the MMSD Intervention toolkit (mmsd.org/intervention). Non-Exhaustive List of Supports and Interventions - Grade 4K - 5
- Summer School
 - Math interventions (e.g., Do the Math, Number Worlds, iReady)
 - Reading interventions (e.g., Levelled Literacy Intervention, Voyager, Six-Minute Solution, Guided Reading groups, Reading Recovery, Corrective Reading.
 - Attendance interventions
 - Behavioural interventions (e.g., Check-In/Check-out)
 - Small group interventions for social-emotional-behavioural concerns (e.g., Concerned others, Aggression, executive functioning, social skills, etc.)
 - Intensive Support Team (IST) services

Grades 5 - 12 - Intervention Programs and Supports Available for Students Identified As set forth above, identification occurs through an annual process upon review of statutory factors for determining a student's



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at-risk status. Once identified, school teams work with families/guardians and students to design and implement a plan of support. This process occurs in the Student Supports and Intervention Team (See Attachment B) or within the context of the Individualized Education Plan (IEP) team if the student has an IEP. Interventions are documented in a student information system and reviewed every 6-10 weeks by the appropriate team to ensure responsiveness to the intervention. Non-Exhaustive List of Interventions and Programs - Grade 5 - 12

- Summer School
- Math interventions (e.g. Do the Math Now, Extended Math, Think Thru Math)
- Reading interventions (e.g., Extended Literacy, Rewards)
- Attendance interventions • Small group interventions for social-emotional-behavioural concerns (e.g., Concerned others, Aggression, executive functioning, AODA, SAIG)
- Behavioural interventions (e.g. Check-In/Check-Out, Check and Connect, Wrap-around intervention and support [e.g., Rehabilitation, Empowerment, Natural Supports, Education, and Work (RENEW)])
- Intensive Support Team (IST) services • Graduation timeline* *For some students it may be beneficial to consider an extended graduation timeline that provides additional time and access to meet specific student needs (e.g., ELL newcomers, Students who are At-Risk). This decision to use an extended graduation timeline should be based on all relevant data sources and made in collaboration with families and other school support staff. Some students who receive special education services may be entitled to on-going services, supports and programming though the age of 21 or until they have earned a high school diploma, as determined by their IEP team.

Evaluation of At Risk Programming The school will use established methods to monitor and evaluate academic and social emotional programs. Additionally, programs will be monitored using established data review protocols including, but not limited to, the School Improvement Planning (SIP) process. Schoolwide and building-level data related to graduation rates, student achievement and attendance will also be monitored on an ongoing basis with particular attention paid to the outcomes for students identified as at risk of not graduating with the goal of reducing the percentage of students who meet the state definition. Existing data review tools and protocols, such as 9th Grade on Track and the Early Warning System, will be leveraged for this purpose.

Timelines, Roles, and Responsibilities

Below is a timeline of actions by month associated with identifying students who meet the definition of at-risk as set forth in this plan.

<u>Month</u>	<u>Action</u>	<u>Responsibilities</u>
June-July	Pull list of students who meet At-Risk Criteria based on previous school year data.	School-based staff (e.g., counselor, social worker, psychologist, etc)

September	Mail letters	School-based clerical
October	Conduct parent/guardian meetings for successful academic future and document plan through student information system. Monitor and adjust plan as needed throughout the remainder of the year based on student response.	Student Support and Intervention Team (SSIT) and/ or IEP team
October-June	Set calendar dates to review plan with parents/guardians and documentation, hold team meetings as scheduled, continue or revise and adjust as needed based on student's responsiveness to the intervention supports and plan.	Student Support and Intervention Team (SSIT) and/or IEP team

Letter to Parent

We want to do all we can to help ensure child's success at school. We measure success in a number of ways, using both School and Ministry required standards. We use these multiple standards to help determine whether we are meeting the Ministry's vision of preparing all students to graduate college, career and community ready. Therefore, we notify to parent by serving letter.

The purpose of this letter is to notify parent that child has been identified as meeting the state criteria of being an "At risk" student. Currently, the CanSTEM Education identifies "children at risk" as students in grades five through twelve who are at risk of not graduating from high school because they withdrew prior to earning their high school diploma or are two or more of the following:

- Two or more years behind their age group in basic skill levels
- A student shall be determined to be behind two or more years than his/her age group in basic skill levels in Math and/or Reading, if he/she falls in the bottom two score ranges on the ministry mandated assessment in Math and/or Reading.
- A student shall be determined to be "Student at risk" if he/she missed all or part of five days in a semester without an acceptable excuse.
- Parents (teen parents; male and female and pregnant teens)
- Adjudicated delinquents • A student is determined to have been adjudicated a delinquent based on reports received from the court system. Specifically, child has been identified as a student at risk of not graduating because he/she meets the following criteria: [Specific Criteria met by student] For more information, please see the attached At Risk Plan, School's plan outlines some of the services available for students identified as at risk. We would like to work with you and child to develop a plan for a successful academic future. To this end, you are invited to work with the

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school team to discuss options and services available for child. A staff member from school will contact you soon regarding the available services and supports. If, in the meantime, parents have questions or concerns, please do not hesitate to contact school admin.

ATTACHMENT A(3)- For Grade 8 (Entering 9th Grade Students - Standard At-Risk Letter)

Letter to Parent

We want to do all we can to help ensure child's success at school. We measure success in a number of ways, using both School and Ministry required standards. We use these multiple standards to help determine whether we are meeting the Ministry's vision of preparing all students to graduate college, career, and community ready. Therefore, we notify to parent by serving letter.

Credit Summery Chart (sample)

Subject	OSSD Required	Achieved	Specific Courses/ Credit still needed
English	4	2	2
Social Sciences			
Math	3	1	2
Science	2	1	1
Physical Education	1	1	0
Canadian History	1	1	0
Canadian Geography	1	1	0
Civic	0.5	0.5	0
French	1	1	0
Careers	0.5	0.5	0
Arts	1	1	0
- Plus 1 credit from each of the following groups: - Group 1: 1 additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social sciences and humanities, or Canadian and world studies, or guidance and career education or cooperative education***	1	0	1
Group 2: 1 additional credit in health and physical education, or the arts or business studies, or French as a second language** or cooperative education***	1	0	1
Group 3: 1 additional credit in science (grade 11 or 12) or technological education, or French as a second language**, or computer studies, or cooperative education***	1	0	1
Optional	12	5	7
Total Credits	30	15	15

Support for English Language Learners: - We have after school grammar workshop every day. Mr. Errol is specifically appointed to help ESL and English language struggler to improve their reading, writing as well as spoken skills. Academic English and Spoken English is different so we do not consider that every new comer has language difficulty or every Canadian Born has perfect skills. Every help is available to each student who is enrolled with CanSTEM for any credit. We go beyond and far for our students' success. We also established guest speaker program to motivate our student. We invite time to time successful candidates to speak and share his/her experience with our students.

Poetry Café is very popular among our students. We invite local poet to talk with our young students.

There is Essay workshop, spelling bees, and many competition related with Shakespeare literature. We also attend Shakespeare theatre at University of Toronto during Month of May.

Support for English as Second Language Learner:-

The content in each of the ESL and ELD courses is organized into four interrelated strands, or broad areas of learning: Listening and Speaking, Reading, Writing, and Socio-cultural Competence and Media Literacy. Effective instructional activities blend expectations from the four strands in order to provide English language learners with the kinds of experiences that promote meaningful learning and that help students recognize how language and literacy skills in the four strands overlap and strengthen one another. The program at all levels is designed to develop a range of essential skills in the four interrelated strands, built on a solid foundation of knowledge of the language conventions of standard English and incorporating the use of analytical, critical, and metacognitive thinking skills. Students learn best when they are provided with opportunities to monitor and reflect on their learning, and each strand includes expectations that call for such reflection.

The curriculum expectations for the course are broken into four strands: *Listening and Speaking*: The Listening and Speaking strand has three overall expectations, as follows: Students will:

1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes
2. Use speaking skills and strategies to communicate in English for a variety of classroom and social purposes
3. Use correctly the language structures appropriate for this level to communicate orally in English

Reading: The Reading strand has three overall expectations, as follows:

Students will:

1. read and demonstrate understanding of a variety of texts for different purposes
 2. Use a variety of reading strategies throughout the reading process to extract meaning from texts
 3. Use a variety of strategies to build vocabulary
 4. locate and extract relevant information from written and graphic texts for a variety of purposes
- Writing* The Writing strand has four overall expectations, as follows:



Students will:

1. write in a variety of forms for different purposes and audiences
2. Organize ideas coherently in writing
3. Use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation
4. use the stages of the writing process *Socio-cultural Competence and Media Literacy*

The Socio-cultural Competence and Media Literacy strand has four overall expectations, as follows:
Students will:

1. use English and non-verbal communication strategies appropriately in a variety of social contexts
2. Demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society
3. Demonstrate knowledge of and adaptation to the Ontario education system
4. Demonstrate an understanding of, interpret, and create a variety of media works.

These courses are designed for English language learners who have had opportunities to develop language and literacy skills in their own language appropriate to their age or grade level. Since many ESL classes include students aged between fourteen and twenty, the topics and activities must be selected to appeal to a wide range of ages and maturity levels. There are five ESL courses and five ELD courses. The courses are designated according to levels of proficiency in English and literacy development, not by grade. They can read and write in their own language within the expected range for students of their age in their own country. They can build on their existing first-language skills when learning English in an ESL program. The organization of the course is packaged into five distinct units with quizzes and homework. A fifth unit, Course Summative, will be developed throughout the course so that students can learn, develop and build on knowledge and skills as they work through an exam.

Supports & Resources--Computer lab, resource center, community resources, etc.-2020-2021

Library Services

In our secondary school the library facility and teacher-librarian provide many resources and educational services for both students and staff. There are three key objectives of the library program:

→ to teach students to become enthusiastic, skillful and independent learners.



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→ to work closely with teachers to plan teaching strategies that meet the curriculum expectations for research skills and information literacy outlined in Ministry documents. Some

→ of the teaching strategies include lessons on the research process, evaluating and using electronic resources, and documenting sources.

→ to encourage literacy and love of reading

While each of our secondary school libraries is unique, they have in common the following resources:

- Collections of fiction designed for novel study, leisure reading and second language students.
- Computer workstations with Internet access
- Collections of non-fiction and reference materials designed to support the curriculum and research needs of both students and staff.
- Magazines and newspapers
- Access to printers and photocopiers

All our secondary school libraries provide welcoming and inviting environments in which students can read, work, research, and study.

CanSTEM Education Private School Inc. has a separate on-line computer lab. Students are welcome to use the computer equipment for their research and assignments. During course instructional time students must first obtain permission from their teacher in order to use the computer lab. Abuse of computer equipment will result in removal of privileges.

CanSTEM has separate Library and Resources room where you find various paper copies of textbooks as well as books which are related to relevant to the topic. Students are free to use during their school time for references as well as they can borrow to take home. Student can borrow electronic copies of many books as well as many solved questions. There is after school help is established for English as well as Math and Science. Mr. Errol is there to help in French too. Many volunteer teachers can be assigned to individual at Risk to drop the school or particular credit.

We have many packages of worksheets to help to understand heavy topics as well as prior knowledge.

There is community garden and Park we take advantage of having it near to understand plant, animals life, habitats, and ecosystems.

There is Brampton archives; we take students there to understand local history.

We arrange poetry café and clinic with local poet and different languages poets so students can use that information and creativity to improve their creativity.

We arrange small wild forger group trip to find local plants and its usages.

We have STEM education day every month to improve awareness and skills toward technology.

The types of programs and services which support the school as a community can be generally categorized into four areas:



a) Educational Partnerships Educational partnerships are activities/services that happen most frequently during the instructional day or during the extended day that complement the curricular programming. These partnerships enhance learning opportunities for students and may improve the lives of community members.

b) Recreational Partnerships Recreational partnerships are activities that support the arts and/or healthy, active lifestyles. Typically, these activities occur after the instructional day, evenings, weekends and occasionally holidays.

c) Health Partnerships Health partnerships are partnerships with external agencies that provide mental health services, physical health services and social services. These partnerships may take a variety of forms: professional services for students during the day; supports for families in the school community or general professional/clinical support for the broader community.

d) Public Partnerships Public partnerships are partnerships that exist with community or municipal partners for short- or long-term activities. They may involve longstanding reciprocal agreements and/or shared facility use.

e) Private Partnerships Private partnerships are partnerships that exist with private corporations for short or long-term activities.

5-ACCOMMODATIONS

Some students are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow access to the course without any changes to the knowledge and skills, the student is expected to demonstrate.

The accommodations required to facilitate the student's learning must be identified in his or her IEP (see IEP Standards, 2000, page 11). A student's IEP is likely to reflect the same accommodations for many, or all, subjects or courses. Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners. There are three types of accommodations:

→ *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.

→ *Environmental accommodations* are changing that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.

→ *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the IEP Resource Guide, 2004, for more examples).