

T.E.A.M. School

Secondary School Calendar

2019-2020

INTRODUCTION

This Course Calendar is designed to provide parents and students with information on the academic and extra-curricular programmes offered through the high school division of T.E.A.M. School, **TEAM Secondary School (TSS)**.

Throughout this booklet you will find descriptions of our school organization, courses, the credit system, and the Ontario Secondary School Diploma.

The information contained in this brochure will assist students in planning their academic programme at TSS during their secondary school years (Grades 9 to 12).

EDUCATIONAL OBJECTIVES

Our high school program is based upon clearly defined goals within a structured environment. Emphasis is placed on the compulsory core credits at the **Applied Level** and **College** course types in preparation for admission to Colleges of Applied Arts and Technology programmes. We stress the personal and academic growth of our students to enable all individuals to achieve a successful outcome from their secondary school experience at TEAM School. Small classes and personal attention is offered in a full-year, non-semestered format to allow for continual learning throughout the entire school year.

With small classes, excellent communication with parents, and a commitment to providing students with extra academic help as required, TEAM School helps students to enjoy their academics and to achieve their potential as students.

A high school diploma is important for economic security and social flexibility. It is the commitment of TEAM Secondary School to help our students meet the requirements for the Ontario Secondary School Diploma so that they are better able to pursue post-secondary education opportunities, secure gainful employment, and contribute to their communities.

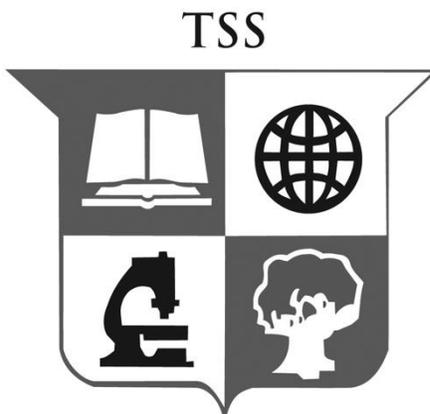


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General Course and School Information

The School Year:

The school year runs from the Wednesday after Labour Day in September until the end of final examinations in mid-June. There are three terms, which end in December, March and June. A formal written report card is issued at the end of each term.

The School Day:

The school day runs from 8:45 a.m. to 3:00 p.m. and consists of six 55 minute classes. TSS uses a four day schedule rotation with each class scheduled on three out of four days as shown on the schedule below.

	Day 1	Day 2	Day 3	Day 4
8:50	A	A	B	B
9:45	B	C	A	C
10:40	C	D	D	D
11:35	Lunch	Lunch	Lunch	Lunch
12:15	E	E	E	F
1:10	G	G	H	G
2:05	F	H	F	H

Student Responsibilities for Achievement and Attendance:

Evaluation of student achievement is based on a combination of class work, regular class tests and examinations. The final evaluation for all courses comprises 30% of the final grade. The remaining 70% is based on course work.

A full description of the evaluation policy for TSS is available to students and parents on Edsby® or as Appendix 3 of this calendar. The policy is also posted in TSS classrooms.

Promotion of a student in a course at the end of each year will be determined by guidance and the school administration. Continuation in the TSS programme is at the discretion of the principal.

Credits are granted for any course with a grade above 50%.

Attendance: 110 hours of instruction are mandated by the Ministry of Education for a student to earn a credit. TSS records the number of classes missed (doctor's appointments, illnesses, family holidays, school sports, field trips, etc.) and reports this in the monthly phone comments.

Students who arrive late to school **must** have a parental/guardian note or have the parent/guardian call the school. Upon arrival, the student **must** sign in at the office. Students who need to leave school early must have a parent/guardian note. The note is shown to the subject teacher and then the student gives the note to the secretary in the office as he/she leaves.

Attendance Policy:

- **15 Absences** – parents/guardians informed by letter
- **20 Absences** – parents/guardians informed by phone by a school administrator who must give approval for the student to stay in the course. Medical absences from this point on must be validated with a physician's note.
- **30 Absences** – student will lose the credit and be withdrawn from the course(s)

The TEAM School Code of Conduct:

This is available in this document as Appendix 2, in the student handbook. It is also posted on Edsby©.

Diplomas and Certificates

Diploma Requirements for Students Entering Grade Nine to Twelve

All students are required to complete 30 credits of 110 hours each to earn a high school diploma. This program will be four years in length and following Grade Ten, students will be streamed in their courses as preparation for university, college or the workplace. Students in Ontario must remain in school until they have reached the age of eighteen or obtained an **Ontario Secondary School Diploma (OSSD)**. Any students who may not finish the OSSD requirements could be eligible for the Ontario Secondary School Certificate or the Certificate of Accomplishment.

Compulsory Credits

Eighteen of the thirty credits are compulsory. The remaining twelve are optional, allowing students to pursue individual interests and meet college or work requirements.

Compulsory credits include:

- 4 English** (one credit per grade)
- 3 Mathematics** (at least one in Grade 11 or 12)
- 2 Science**
- 1 Canadian History**
- 1 Canadian Geography**
- 1 Arts**
- 1 Physical Education and Health**
- 1 French as a Second Language***
- 0.5 Civics**
- 0.5 Career Studies**

Plus one credit from each of the following groups:

- 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 the humanities, or Canadian and world studies, or guidance and career education, or cooperative education
- 1** additional credit in health and physical education, or the arts, or business studies, or cooperative education
- 1** additional credit in Science (Grade 11 or 12), or technological education, or computer studies, or cooperative education

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 Groups 1, 2, or 3.

*French as a Second Language – A form signed by the principal and parents may allow students an exemption from French class. This credit is replaced by another approved credit course. 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. The decision to make a substitution for student should only be made if the student's educational interests are best served by such substitution. A course substitution for French may be beneficial to TEAM School students who have had little or no instruction in the French language.

Community Service

In addition to earning 30 credits, students will also have to complete a minimum of 40 hours of community involvement activities as a requirement for graduation. Further details about this requirement and a list of suggested activities can be found as Appendix 1 of this document.

Literacy Requirement

Students must also successfully complete the Ontario Secondary School Literacy Test (OSSLT) in order to earn a secondary school diploma. This test is usually written in grade ten. The Ontario Literacy Course (OSSLC) can be taken after one unsuccessful attempt in two eligible years of taking the OSSLT. For information regarding deferrals, accommodations, special provisions or exemptions, parents should contact the principal.

Students in Ontario are required to remain in Secondary School until they have reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD). Students in Ontario may also earn the Ontario Secondary School Certificate upon completion of a required number of credits before earning the Ontario Secondary School Diploma.

Students at TEAM Secondary School work toward successful completion of required credits to obtain the Ontario Secondary School Diploma (OSSD). Diplomas are conferred at the annual Commencement ceremony.

Ontario Secondary School Certificate

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory credits include:

- 2 English**
- 1 Canadian geography or Canadian history**
- 1 Mathematics**
- 1 Science**
- 1 Health and Physical Education**
- 1 the Arts or Technological Education**

Optional credits include:

- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits (below) also apply to the Ontario Secondary School Certificate.

Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

Substitutions for Compulsory Courses

The principal may replace up to three compulsory courses with courses from the remainder of those that meet the compulsory credit requirements. The decision to make a substitution for a student should only be made if the student's educational interests are best served by such substitution. A parent or adult student must make a request in writing to the principal who will make the final decision. Substitutions are noted on the Ontario Student Transcript.

Prerequisites:

Some courses require students to have passed another course at a lower level as required by the Ontario Ministry of Education. A parent or adult student may request that a prerequisite be waived and the principal makes the decision in consultation with the parent, student, and appropriate school staff. This waived prerequisite credit is noted in the OSR folder.

Curriculum

Definition of an Ontario Credit:

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50% or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. A half-credit may be given for each 55 hour part of a 110-hour ministry-developed course *in accordance with the policy outlined in the curriculum policy documents*. Most courses are offered as single-credit courses.

Course Organization

Secondary school courses in the Ontario curriculum are organized by discipline, grade, and course type. Course types offered in Grades 9 and 10 (academic and applied courses, open courses) differ from those offered in Grades 11 and 12 (destination-related courses, open courses)

The following types of courses are offered in **Grades 9 and 10** in Ontario:

Academic (D) courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Applied (P) courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and the theories they study.

Open (O) courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society.

The following types of courses are offered in **Grades 11 and 12** in Ontario:

University preparation (U) courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. TEAM School does not offer university preparation courses.

College preparation (C) courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs.

University/college preparation (M) 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.

Open (O) courses are not designed with the specific requirements of university, college, or the workplace in mind.

Workplace (E) courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. TEAM School offers a limited number of Workplace courses; enrolment in Workplace courses requires permission of guidance personnel and/or TSS administration.

The Course Coding System

The course code is five alpha-numeric digits that indicate the course discipline (Ministry curriculum document), the grade level, and the course type:

- the first three letters indicate the course from a Ministry Guideline;
- the next number indicates the grade level 1-4 corresponding to Grades 9 to 12;
- the next letter indicates the type of course: Academic (D), Applied (P), Open(O), University (U), University/College (M), College (C), or Workplace (E).

Examples: MFM1P: Grade 9 Mathematics, Applied
 AVI20: Grade 10 Visual Arts, Open
 SBI3C: Grade 11 Biology, College
 TGJ4M: Grade 12 Communications Technology, University/College

Accessing Curriculum Documents, Course Outlines and School Discipline Policies

Ministry of Education curriculum and policy documents are available to students and parents on the Ontario Ministry of Education website at <http://www.edu.gov.on.ca/eng/>.

TEAM Secondary School Course Outlines, Codes of Conduct, and Lateness/Plagiarism policies are available in the student agenda (handbook section) and on Edsby© at <https://mentorteam.edsby.com/>.

Course Withdrawals

Students carrying courses above the minimum school and OSSD requirements may withdraw from the course after the second week of school. Parental permission and approval of the principal will be required in all such requests. After the second term (five school days following the March report), withdrawal may be granted but the course attempt remains on the student record for students in grade 11 and 12. This is full disclosure.

Changing Course Types

In Grades 10 to 12 a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study. If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

- **Mathematics Transfer Course (MPM1H):** A half-credit transfer course is made available to students wishing to transfer from the Grade 9 applied to the Grade 10 academic mathematics course. Students who have successfully completed the Grade 9 applied mathematics course must successfully complete the transfer course if they wish to proceed to the Grade 10 academic mathematics course.

Equivalent Credits

TSS has an equivalent credit policy that is based on the Ministry of Education document “Ontario Schools”, Appendix 2, page 90 for students transferring from out-of-province to TSS. This policy allows the principal to determine the credit equivalency of the student’s previous school. It will then be determined how many credits, including compulsory credits are required to earn the OSSD. The Prior Learning Assessment and Recognition (PLAR) challenge for credits is not used to assign credits at TSS.

Experiential Learning

Experiential learning opportunities consist of planned learning experiences that take place in the community to provide students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their school programs. These might include:

Job shadowing allows a student in grades 7 through 12 to spend one-half to one day (or, in some cases, up to three days) with a worker in a specific occupation.

Job twinning provides the opportunity for a student in grades 7 through 12 to accompany a cooperative education student to his or her placement for one-half to one day.

Work experience is a component of a credit course that provides students with a learning opportunity in the workplace for a limited period of time – from one to four weeks.

A short-term **virtual work experience** can be included as part of any credit course. The impact of innovations in information technology and the use of the Internet allow for students to participate in “virtual work” placements.

Cooperative education courses include a classroom component, comprising pre-placement and integration activities, and a placement component. Students earn cooperative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course.

Further information about experiential learning can be found in the Ministry document, “Ontario Schools, 2016” (Section 8).

Experiential learning is not a part of the TEAM School programme.

Reporting Student Progress (The Ontario Student Record O.S.R.)

Parents receive monthly phone calls from homeroom teachers during which grades and comments from subject teachers are shared. Formal written report cards are distributed to parents in December, March, and June. Copies of the report are retained in the Ontario Student Record (OSR) folder. Parents (and students over 18) can request access to the OSR through the principal or vice-principal.

Student Transcripts

As required by the Ministry of Education, detailed records of students’ results are kept. Student Transcripts are provided to potential employers, colleges, universities, or other schools. Full disclosure of all course attempts, including course failures in Grades 11 and 12, is made on all Ontario Student Transcripts.

TEAM School Evaluation Policy:

This policy follows the Ministry of Education document: Growing Success, Assessment, Evaluation and Reporting in Ontario Schools (2010). It is available to both parents and students as Appendix 3 in this Calendar, in the handbook section of the student agenda, and on Edsby©.

Course Changes

All course changes must be completed within the first calendar month of school. Parental permission will be required. As well, the change is subject to approval by the principal and will only be permitted if there is adequate space in the course requested.

Additional Ways to Earn Credits

The majority of secondary school students will earn their credits towards the Ontario Secondary School Diploma by enrolling in the courses offered in their secondary school. However, a number will wish to consider alternative ways of earning the required credits. The options available to such students include: e-learning, correspondence courses offered by the Independent Learning Centre, independent study, private study, continuing education (including summer school), and private school. For more information about alternative ways of earning credits, please meet with the principal or refer to the Ministry document "[Ontario Schools](#)", 2016 (Section 10)

External Music Credits

Students may receive Ontario credits for work completed in external music programs that are authorized by the Ontario Ministry of Education. Students should see the principal with certified copies of their practical and theory (rudiments) reports so they can be assessed and transposed onto the Ontario Student Transcript. Specific details can be found in the Ministry document "[Ontario Schools](#)", 2016 (Section 7.3.4).

Courses Studied Outside of TEAM School:

As outlined in the handbook section of the student agenda, students are responsible for ensuring that credit courses taken at other schools or programmes are acceptable for credit at TSS. Students should speak to a guidance counselor or principal prior to enrollment, but general guidelines include the following:

Summer School Courses: Four-week credits from board schools or four-week single overseas credits are accepted. Two-week summer courses (upgrades) are not accepted.

Correspondence Courses: Those offered by the Independent Learning Centre (ILC) are accepted and available for a fee. See the principal for an application.

Online Courses: School board and ILC courses are permitted in subjects other than Math, Sciences, or English. Only one online course is permitted during the four year high school term.

English Courses: At least one English course at the Grade 11 or 12 level must be taken at TEAM School in the full year day program.

Students applying for the senior school tie award must take all their credits at TEAM School, Mentor College, or Mentor College Summer School if they are offered in the TEAM School or Mentor College Course Calendars.

Course Offerings:

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

offerings or individualized timetables should request assistance from guidance services before May of the preceding school year.

Supports and Resources

Guidance Services

Guidance Services are available to **TEAM SECONDARY SCHOOL (TSS)** students to assist them in developing appropriate educational plans and career alternatives. Students will be consulted on a regular basis by the guidance counselor and are encouraged to use the service as they feel necessary. The guidance department is involved with intervention for students in academic need and counseling for exam study skills and time management strategies.

Special Education

Students with special education needs should be given every opportunity to achieve the curriculum expectations set out in the Ontario curriculum policy documents. This may require that the student be provided with accommodations, and/or modifications to the curriculum expectations, and/or alternative expectations developed as part of an alternative program or course.

- **Accommodations** (such as specific teaching strategies and assistive technology) allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.
- **Modifications** are changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level. The principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student will be eligible to receive a credit for the course. The principal will communicate his or her decision to the parents and the student.
- **Alternative expectations** are developed to help students with special education needs acquire knowledge and skills that are not represented in the Ontario curriculum. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute alternative programs or alternative courses. The student will not be granted a credit for the successful completion of a course that consists of alternative expectations.

The TEAM Secondary School program allows for exceptional learners to be accommodated; it does not allow for the modifications of curriculum expectations or for alternative expectations.

Further information about supporting exceptional students can be found in the Ministry document "[Ontario Schools](#)", 2016 (see section 3.3)

Supports for English Language Learners

English language learners can find support in many ways. Teachers adapt the instructional programme to address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment. At the secondary level, English language learners may also need to take English as a second language (ESL) and/or English literacy development (ELD) courses.

At TSS, subject and English teachers provide extra help and also support the use of appropriate assistive technology (i.e., electronic translator). Students are encouraged to clarify assignment

and evaluation expectations with their teachers. During evaluations, teachers accommodate English language learners with opportunities to clarify and elaborate their responses orally.

Computer Labs

TEAM Secondary School students have access to two computer labs, one of which is shared with our elementary programme. These labs are fitted with iMac computers and software appropriate for academic use. Teachers may also choose to sign out iPads for use in the classroom in order to support lessons.

Community Resources

At times, students may benefit from reaching out to organizations beyond the immediate school community. This may be to support their academic studies or for personal reasons. Community resources include organizations or agencies that provide resources and/or services to students, their families, teachers and/or school boards, but are not funded by the Ministry of Education. These organizations could be funded by other governmental ministries, charities, or privately. Some examples of community resources are listed below:

- [Learning Disabilities Association of Ontario](#)
- [Canadian Mental Health Association](#)
- [Kids Help Phone](#)
- [Children's Aid](#)
- [Diabetes Association of Canada](#)
- [Heart and Stroke Foundation](#)
- [Ontario Human Rights Commission](#)

The principal and the guidance counsellors at TEAM School can provide information on relevant community resources to students and/or parents who request it.

Academic Honours and Subject Achievement Awards:

Students in the TEAM Secondary School are encouraged to work at their maximum academic potential throughout the school year. Students who achieve an academic average of 75% are recognized with the TEAM School Outstanding Achievement Award. An 80% average in their studies throughout the school year, earns students the TEAM School Honour Roll. Averages are not rounded. In Grade 12, students with an overall average of 80.0% or greater receive the Ontario Scholar Award.

For each subject in the TSS programme, one student who has shown initiative and cooperation and who has excelled academically in the course will be selected by staff at the end of the year. This special award, along with others, will be presented at the annual awards and graduation ceremonies each year.

Extracurricular Programme:

Students at TSS are encouraged to participate in the extracurricular programme. Students are offered a variety of athletic, cultural and general interest clubs, which may be undertaken to pursue activities not taken in the regular academic curriculum. All the activities are offered through Mentor College and will be subject to sufficient interest and enrollment. A full list of activities will be provided in September.

COURSES OFFERED at TEAM SCHOOL

Grade Nine		Grade Ten	
English	ENG1P	English	ENG2P
Foundations of Mathematics	MFM1P	Foundations of Mathematics	MFM2P
Science	SNC1P	Science	SNC2P
Geography of Canada	CGC1P	Canadian History since World War I	CHC2P
Drama	ADA1O	Civics (0.5 credit)	CHV2O
Visual Arts	AVI1O	Career Studies (0.5 credit)	GLC2O
Information and Communication Technology in Business	BTT1O	Visual Arts	AVI2O
Learning Strategies 1: Skills for Success in Secondary School	GLS1O	Introduction to Business	BBI2O
Healthy Active Living Education	PPL1O	Learning Strategies 1: Skills for Success in Secondary School	GLE2O
		Healthy Active Living Education	PPL2O
		Communications Technology	TGJ2O
Grade Eleven		Grade Twelve	
English	ENG3C	English	ENG4C
Foundations for College Mathematics	MBF3C	Foundations for College Mathematics	MAP4C
Mathematics for Work and Everyday Life	MEL3E	Chemistry	SCH4C
Biology	SBI3C	Visual Arts	AVI4M
Visual Arts	AVI3M	Business Leadership: Management Fundamentals	BOH4M
Financial Accounting Fundamentals	BAF3M	World Geography: Urban Patterns and Interactions	CGU4C
Entrepreneurship: The Venture	BDI3C	World Issues: A Geographic Analysis	CGW4C
Marketing: Goods, Services, Events	BMI3C	World History: World History since the 15 th Century	CHY4C
Forces of Nature: Physical Processes and Disasters	CGF3M	Advanced Learning Strategies: Skills for Success After Secondary School	GLS4O
Travel & Tourism: A Regional Geographic Perspective	CGG3O	World Cultures	HSC4M
World History since 1900: Global and Regional Perspectives	CHT3O	Ontario Secondary School Literacy Course	OLC4O
Understanding Canadian Law	CLU3M	Recreation and Fitness Leadership	PLF4C
Media Studies	EMS3O	Healthy Active Living Education	PPL4O
Advanced Learning Strategies: Skills for Success After Secondary School	GLE3O	Communications Technology	TGJ4M
Leadership and Peer Support	GPP3O		
Designing Your Future	GWL3O		
Dynamics of Human Relationships	HDD3O		
Introduction to Anthropology, Psychology, and Sociology	HSP3C		
Contemporary First Nations, Metis, and Inuit Issues and Perspectives	NDA3M		
Ontario Secondary School Literacy Course	OLC3O		
Healthy Active Living Education	PPL3O		
Communications Technology: TV, Video and Movie Production	TGV3M		

How to Plan Your High School Career

To graduate, you must have a total of 30 credits, including the following mandatory courses and 12 electives.

Compulsory courses are listed in black in the planning table below. Courses usually taken at TSS to satisfy compulsory credits are shown in grey.

Grade 9	Grade 10	Grade 11	Grade 12
English ENG1P	English ENG2P	English ENG3C	English ENG4C
Foundations of Mathematics MFM1P	Foundations of Mathematics MFM2P	Foundations for College Mathematics MBF3C	
Geography CGC1P	History CHC2P		
Science SNC1P	Science SNC2P		
Learning Strategies GLS1O <i>(substitute for French)</i>	Civics and Careers CHV2O and GLC2O		
Physical Education PPL1O	Physical Education PPL2O		
Information and Communication Technology in Business BTT1O			
Dramatic Arts ADA1O OR Visual Arts AVI1O			

Courses taken outside of the regular school year: _____

Notes:

Course Descriptions: Grade Nine

English, Grade 9, Applied

(ENG1P)

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grade 11 and 12.

Prerequisite: None

Foundations of Mathematics, Grade 9, Applied

(MFM1P)

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: None

Science, Grade 9, Applied

(SNC1P)

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

Prerequisite: None

Geography of Canada, Grade 9, Applied

(CGC1P)

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Prerequisite: None

Drama, Grade 9, Open

(ADA1O)

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Prerequisite: None

Visual Arts, Grade 9, Open

(AVI1O)

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

Information and Communication Technology in Business, Grade 9, Open (BTT10)

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

Prerequisite: None

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS10)

This course focuses on learning strategies and helps students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal-management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Prerequisite: None

Healthy Active Living Education, Grade 9, Open (PPL10)

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

Course Descriptions: Grade Ten

English, Grade 10, Applied (ENG2P)

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

Prerequisite: English, Grade 9, Academic or Applied

Foundations of Mathematics, Grade 10, Applied (MFM2P)

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

Prerequisite: Mathematics, Grade 9, Academic or Applied

Science, Grade 10, Applied**(SNC2P)**

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

Prerequisite: Science, Grade 9, Academic or Applied

Canadian History since World War I, Grade 10, Applied**(CHC2P)**

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Prerequisite: None

Civics, Grade 10, Open**(CHV2O)**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

Prerequisite: None

Career Studies, Grade 10, Open**(GLC2O)**

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

Prerequisite: None

Drama, Grade 10, Open**(ADA2O)**

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

Visual Arts, Grade 10, Open**(AVI2O)**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None

Introduction to Business, Grade 10, Open**(BBI2O)**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Prerequisite: None

Learning Strategies 1: Skills for Success in Secondary School, Grade 10, Open (GLE20)

This course focuses on learning strategies to help students become better, more independent learners.

Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Prerequisite: Recommendation of the principal

Healthy Active Living Education, Grade 10, Open (PPL20)

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

Communications Technology, Grade 10, Open (TGJ20)

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

Course Description: Grade Eleven**English, Grade 11, College Preparation (ENG3C)**

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

Prerequisite: English, Grade 10, Applied

Foundations for College Mathematics, Grade 11, College Preparation (MBF3C)

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Foundations of Mathematics, Grade 10, Applied

Mathematics for Work and Every Day Life, Grade 11, Workplace Preparation (MEL3E)

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Mathematics, Grade 9, Academic or Applied, or a ministry-approved locally developed Grade 10 mathematics course

Biology, Grade 11, College Preparation (SBI3C)

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

Prerequisite: Science, Grade 10, Academic or Applied

Visual Arts, Grade 11, University/College Preparation (AVI3M)

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

Prerequisite: Visual Arts, Grade 9 or 10, Open

Financial Accounting Fundamentals, Grade 11, University/College Preparation (BAF3M)

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

Prerequisite: None

Entrepreneurship: The Venture, Grade 11, College Preparation (BDI3C)

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

Prerequisite: None

Marketing: Goods, Service, Events, Grade 11, College Preparation (BMI3C)

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

Prerequisite: None

Forces of Nature: Physical Processes and Disasters (CGF3M)

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial 34 technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

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

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

Prerequisites: Geography of Canada, Grade 9, Academic or Applied

World History since 1900: Global and Regional Perspectives, Grade 11, Open (CHT30)

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. 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 interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied, or the locally developed compulsory course (LDCC) in Canadian history

Understanding Canadian Law, Grade 11, University/College Preparation (CLU3M)

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

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

Media Studies, Grade 11, Open (EMS30)

This course emphasizes knowledge and skills that will enable students to understand media communication 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 judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

Prerequisite: Grade 10 English, Academic or Applied

Advanced Learning Strategies: Skills for Success After Secondary School, Grade 11, Open (GLE30)

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

Prerequisite: Recommendation of principal

Leadership and Peer Support, Grade 11, Open (GPP30)

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

Prerequisite: None

Designing Your Future, Grade 11, Open (GWL30)

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

Dynamics of Human Relationships, Grade 11, Open (HDD30)

This course focuses on helping students understand the individual and group factors that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practise strategies for developing and maintaining healthy relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships.

Prerequisite: None

**Introduction to Anthropology, Psychology, and Sociology
Grade 11, College Preparation (HSP3C)**

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

Prerequisite: None

**Contemporary First Nations, Metis, and Inuit Issues and Perspectives,
Grade 11, University/College Preparation (NDA3M)**

This course explores existing and emerging issues of local, regional, and national importance to First Nations, Métis, and Inuit in Canada. Students will analyse diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends. Using the concepts of political thinking and the tools of political inquiry, students will explore their own and others' ideas and investigate issues to determine what needs to change and why. Students are also given the opportunity to develop their own problem-solving strategies to address an issue of their choice.

Prerequisite: Grade 10 First Nations, Métis and Inuit in Canada, Open, or Grade 10 Canadian History since World War I, Academic or Applied

Ontario Secondary School Literacy Course, Grade 11, Open (OLC30)

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 the writing.

Eligibility requirement: Students who have been eligible to write the OSSLT at least once 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.)

Healthy Active Living Education, Grade 11, Open (PPL30)

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

Prerequisite: None

**Communications Technology: TV, Video and Movie Production,
Grade 11, University/College Preparation (TGV3M)**

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

Prerequisite: None

Course Descriptions: Grade Twelve

English, Grade 12, College Preparation (ENG4C)

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

Prerequisite: English, Grade 11, College Preparation

Foundations for College Mathematics, Grade 12, College Preparation (MAP4C)

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problem involving applications geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health science, and human service, and for certain skills trades.

Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions, and Applications, Grade 11 University/College Preparation

Chemistry, Grade 12, College Preparation (SCH4C)

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

Prerequisite: Science, Grade 10, Academic or Applied

**World Geography: Urban Patterns and Interactions
Grade 12, College Preparation (CGU4C)**

This course examines cities around the world and the social, political, cultural, environmental, and economic factors that shape them. Students will study urban structures and systems, the impact of migrations on cities, and the impact of cities on the environment. Students will use geotechnologies and apply geographic concepts and inquiry methods to analyse issues and problem related to urban development and to formulate potential solutions.

Prerequisite: Any University, University/College, or College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

World Issues: A Geographic Analysis, Grade 12, College Preparation (CGW4C)

This course explores many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

World History since the Fifteenth Century, Grade 12, College Preparation (CHY4C)

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. 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 key turning points in world history and historical forces that have shaped our world. Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

Prerequisite: Any University, University/College, or College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

Visual Arts, Grade 12, University/College Preparation (AVI4M)

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

Prerequisite: Visual Arts, Grade 11, University/College Preparation

Business Leadership : Management Fundamentals, Grade 12, University/College Preparation (BOH4M)

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

Prerequisite: None

Advanced Learning Strategies: Skills for Success after Secondary School Grade 12, Open (GLS4O)

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will learn to assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

Prerequisite: None

World Cultures, Grade 12, University/College Preparation (HSC4M)

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing 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

Ontario Secondary School Literacy Course, Grade 12, Open (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 the writing.

Eligibility requirement: Students who have been eligible to write the OSSLT at least once 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.)

Recreation and Fitness Leadership, Grade 12, University/College Preparation (PLF4M)

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership.

Prerequisite: Any Grade 11 or 12 Open course in health and physical education

Healthy Active Living Education, Grade 12, Open (PPL4O)

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

Communications Technology, Grade 12, University/College Preparation (TGJ4M)

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

Prerequisite: Communications Technology, Grade 11, University/College Preparation

Appendix 1: Community Involvement

Information on the Community Involvement Diploma Requirement

School: TEAM School
Telephone: 905-279-7200

Contact: Mrs. Dawn Johnston, Guidance
Ms. Lorraine McDonald, Vice Principal
Mrs. Lillian Sawtschuk, Principal

Introduction:

Every student who begins secondary school in Ontario is required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

This document provides information on the community involvement diploma requirement for students and parents, as well for the persons and organizations who are asked by students to sponsor a particular community involvement activity. If further information is required, please contact the person identified above.

Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment and preparation. The safety of the student is paramount.

It should be noted that students will **not** be paid for performing any community involvement activity.

A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.

Roles and Responsibilities of TEAM School:

TEAM School is responsible for the implementation of community involvement activities through the school. A list of approved community involvement activities has been developed by the school. This list is included in this information package, along with a list of activities that the Ministry of Education has stated are ineligible. TEAM School will not approve student participation in any activities that are on the Ministry's list of ineligible activities. TEAM School must ensure that all participants, including student and community sponsors, are adequately covered by school insurance.

All students' tracking sheets are filed in the office and hours are recorded on the student database. When the 40 hours are completed, it is noted on the Ontario Student Transcript.



ELIGIBLE ACTIVITIES

Students can complete 40 hours of volunteer service in events or activities that meet the following criteria:

- supports non-profit agencies, charities, institutions or foundations
- supports structured programs to promote tutoring, mentoring, coaching whose purpose is to assist others
- supports work of a global nature; promotes environmental awareness
- promotes the health and well-being of any group
- affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive contribution in the community

In general, community service hours will be acknowledged for students who volunteer their time to an activity or service that benefits the community as suggested below:

- **Sports-related activities** - coaching, helping manage a team, track meets, summer games, pool assistant, organizing Special Olympics in the community, refereeing sports games/tournaments
- **Health-related activities** - volunteer work in any health care setting (hospital)
- **Senior citizens (elderly)** - working with or assisting persons who are physically or mentally challenged
- **Youth programs and child care** - assisting in a senior's residence or community programs; helping seniors by shopping, reading letters, shoveling snow, chronic care hospital visits, ...
- helping to run youth programs such as Scouts, Guides, drop-in-centres, breakfast programs, after-school programs, March Break programs, leaders-in-training, playground activities, day camps, ...
- **Community involvement** - helping young people through tutoring, transcribing, reading buddies, ...
- participating in food drives, helping at the Daily Bread Food Bank
- working with the Children's Aid Society, Kid's Help Phone, Canada World Youth, Interim Place, Canadian Cancer Society, Campaign Against Child Poverty, Candlelighters, the United Way, Rotary Club, Lions Club, Kiwanis, Free the Children, or other similar organizations
- **Arts and Culture activities** - assisting at a gallery, performing music, or being involved in a library program
- **Religious Organizations** - programming for children, child-minding, helping with religious school, special events
- **Fundraising activities** - walk-a-thons, gift wrapping, galas, ...
- **Working with animals** - helping with animal shelters, the Humane Society, a veterinary clinic, horseback Riding programs, local zoo or petting farm, ...

INELIGIBLE ACTIVITIES

The Ministry of Education and T.E.A.M. School/Mentor College have made the following activities ineligible:

- student activities or services that replace workers
- any activity where you are normally paid (for example, baby-sitting, part-time job ,...)
- any activity that provides direct financial gain or revenue to the student or to the student's family
- the "Take Our Kids to Work" experience in grade 9
- job shadowing or a work experience component of a course
- co-operative education experiences
- any required activities of a course or program in which you can earn a credit
- playing on a school sports team
- activities that are regular family responsibilities (for example, regular chores)
- court-ordered community service programs, alternative measures programs or any diversionary program that uses community service
- any activity involving the operation of a vehicle, power tools or scaffolding
- any activity where you might administer medication or a medical procedure
- any student under 16 in a logging environment
- any student under 15 involved in a factory
- any student under 14 in any working environment (except health and residential care environments)
- activities involving banking, securities or other valuables
- any association with an organization or activity that does not comply with policies of the ministry or human rights legislation
- Activities that occur during the school day, when the student should be attending regular classes, unless a school sponsored and approved charity event

TEAM School: List of Eligible Activities

- Working and/or assisting with activities for the elderly (senior citizens)
- Working and/or assisting with persons who are physically or mentally challenged
- Coaching an athletic team in the community, or assisting with the management of the team
- Helping any community organization such as Rotary, Lions, Kiwanis, United Way, Kids Help Phone, Food Banks.
- Working with the Boy Scouts of Canada or Girl Guides of Canada, Daily Break Food Bank, Children's Aid Society
- Volunteer work in any health care setting (hospital)
- Working with any community organization recognized as helping make the city a safer or more environmentally sound place.
- Volunteering time to raise money for recognized charities such as Kid's Help Phone, Canada World Youth, Interim Place, Canadian Cancer Society, Campaign Against Child Poverty, the United Way.
- Volunteering at the Humane Society or Veterinary Clinic
- Volunteering to help in a not-for-profit community activity that is approved by the principal.

TEAM School: List of Ineligible Activities

TEAM School has developed a list of activities that may **not** be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

- Is a replacement of a class or course in which the student is enrolled (e.g. cooperative education portion of a course, job shadowing, work experience).
- Takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible.
- Takes place in a logging or mining environment, if the student is under sixteen years of age.
- Takes place in a factory, if the student is under fifteen years of age.
- Takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult.
- Would normally be performed for wages by a person in the workplace.
- Involves the operation of a vehicle, power tools or scaffolding.
- Involves the administration of any type or form of medication or medical procedure to other person.
- Involves handling of substances classed as "designated substances" under the Occupation Health and Safety Act.
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government.
- Involves banking or the handling of securities, or the handling of jewelry, works of art, antiques or other valuables.
- Consists of duties normally performed in the home (i.e. daily chores), or personal recreational activities.
- Involves activities for a court-ordered program (e.g. community-service program for young offenders, probationary program).

Appendix 2: Codes of Conduct

CODE OF BEHAVIOUR: ACADEMIC MATTERS

It is an offense for any student to intentionally:

- use or possess any notes or unauthorized aids in any test or exam room prior to or during the test or exam;
- submit any work that has been previously or simultaneously submitted in another course;
- submit work containing a quote or statement of fact that has been concocted;
- collaborate with others when preparing an assignment that is to be done as independent work.

Any of the above infractions will automatically result in a grade of zero for the test or assignment. A repeated offense or cheating on any examination will nullify the course credit and may also result in suspension or expulsion.

RULES OF BEHAVIOUR: ONTARIO CODE OF CONDUCT

The following information comes from the Ontario Code of Conduct. This publication was created by the Ministry of Education and can be accessed in its entirety at <http://www.edu.gov.on.ca/eng/safeschools/code.html>

“A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment.”

Principals (referred to as administrators in this handbook) take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care and commitment to academic excellence and a safe teaching and learning environment
- holding everyone, under their authority, accountable for their behavior and actions
- empowering students to be positive leaders in their school and community
- communicating regularly and meaningfully with all members of their school community.

Teachers and school staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behavior. As role models, staff members uphold these high standards when they:

- help students work to their full potential and develop their self-worth
- empower students to be positive leaders in their classroom, school and community
- communicate regularly and meaningfully with parents
- maintain consistent standards of behavior for all students
- demonstrate respect for all students, staff and parents
- prepare students for the full responsibilities of citizenship.

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behavior.

Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn
- shows respect for themselves, for others and for those in authority
- refrains from bringing anything to school that may compromise the safety of others
- follows the established rules and takes responsibility for his or her own actions.

Use or possession of alcohol or illegal drugs, fighting and excessive truancy are justification for the expulsion of a student from TEAM Secondary School.

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- show an active interest in their child's school work and progress
- communicate regularly with the school
- help their child be neat, appropriately dressed and prepared for school
- ensure that their child attends school regularly and on time
- promptly report to the school their child's absence or late arrival
- encourage and assist their child in following the rules of behavior
- assist school staff in dealing with disciplinary issues.

Appendix 3: Evaluation Policy

As an Inspected Private School granting credits towards the Ontario Secondary School Diploma, TEAM School follows provincial guidelines and policies as outlined in *Ontario Schools K-12 (2011)* and *Growing Success (2010)*. These policies form the foundation for the TEAM Secondary School Evaluation Policy.

The Ontario Provincial Policy:

The primary purpose of assessment and evaluation is to improve student learning. The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

The Seven Fundamental Principles:

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop student self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

As the Parent:

TEAM School is committed to communicating student expectations and achievement in four ways: by Edsby®, parent interviews, monthly scheduled phone calls, and report cards (issued in December, March and June). This ensures parents have the information they need to work with teachers to improve their children's learning (*Growing Success, Page 8*). Parents need to understand that the grades their children receive are based on evaluations that measure student success not against each other, but against provincial standards. These overall expectations are available to parents and students in the course outlines posted on Edsby®.

Student Assessment -“For, As, and Of”:

Teachers and students employ assessment strategies to help students improve their learning and become independent learners. While this takes considerable time, the result will be a young adult ready to succeed in their post secondary studies. Assessment “for and as learning” is not graded (that is “of learning”, or, evaluation) but are learning tools that are documented by students and teachers throughout the year. Assessments are documented by students and by teachers as the year progresses to aid in student learning and communication of progress.

*Assessment **For** Learning:* This is accomplished through collaboration of the student and teacher. Teachers set learning goals for the students and outline specific success criteria that the students aim for. Descriptive feedback from the teacher helps develop the learning process.

*Assessment **As** Learning:* This is accomplished by the student as they set goals, regulate themselves and become better thinkers and problem solvers.

*Assessment **Of** Learning:* This is evaluation and is used to determine student grades using products/observations and conversations (POC).

Learning Skills and Work Habits:

Our students’ learning skills and work habits will be monitored and assessed by teachers and students (as self assessments). They are important indicators of success; and their details can be found on Edsby© within teachers’ course outlines. The development of these skills and habits will be documented, discussed with students and parents in monthly phone calls and conversations, and conveyed anecdotally in report cards. Student assessments will allow for the monitoring of the development of learning skill development and work habits. These will be documented, discussed with students and parents in monthly phone calls and conversations, and reported in anecdotal report card comments. These are important indicators of success and specifically, they are:

Responsibility
Collaboration

Organization
Initiative

Independent Work
Self-regulation

Determining Student Grades – Evaluations:

Evaluation focuses on student achievement of the overall curriculum expectations. A student’s achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. Teachers will use their professional judgment to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Evidence of student achievement for evaluation is collected over time from three different sources – *observations, conversations, and student products*. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.

(DETERMINING STUDENT GRADES, cont'd)

Evaluations are comprised of four categories of knowledge and skills:

- **Knowledge and Understanding:** Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
- **Thinking:** The use of critical and creative thinking skills and/or processes
- **Communication:** The conveying of meaning through various forms
- **Application:** The use of knowledge and skills to make connections within and between various contexts

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills.

Percentage Grades as Final Marks:

Determining a report card grade will involve teachers' professional judgments, interpretations of evidence, and mathematical calculations; it should reflect the students' most consistent level of achievement, with special consideration given to more recent evidence.

For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

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

Additional TEAM School Policies:

Additional policies regarding test rewrites for mastery, lateness, incomplete work, and plagiarism are outlined in the TEAM Secondary School Handbook, which is available to all students as a hard copy in September and online via Edsby© for students and parents.

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- show an active interest in their child's school work and progress
- communicate regularly with the school
- help their child be neat, appropriately-dressed and prepared for school
- ensure that their child attends school regularly and on time
- promptly report to the school their child's absence or late arrival
- encourage and assist their child in following the rules of behavior
- assist school staff in dealing with disciplinary issues.

POLICY FOR LATE SUBMISSION OF WORK & TESTS

SMALL ASSIGNMENTS AND HOMEWORK:

Small homework assignments and daily work (worth < 1% of overall course grade) must be submitted as required unless the student was medically unfit to complete the assignment or suffered some type of domestic affliction. Failure to submit an assignment on the due date will result in a grade of zero. Reasons for not submitting homework are at the discretion of the subject teacher and the teachers and school administration are always open to discuss the situation and grant extensions where applicable.

Failure to complete a small assignment will be reported in the homeroom phone log by the homeroom teacher. A second occurrence will be reported in the phone comments and the subject teacher will contact the parent directly.

LARGE ASSIGNMENTS, LABS, ESSAYS, ISUs (independent study units):

Major assignments, labs, essays and ISUs are assigned to students giving them the appropriate amount of time to allow for thorough and accurate research and compilation of such an assignment.

In most courses, two submissions must be made:

- 1) **Paper copy:** Students who submit major assignments after the due date are subject to the penalties described below.
- 2) **www.turnitin.com:** All student work that is required to be electronically submitted to turnitin.com must be done so by the deadline stipulated by the teacher; failure to do so will result in daily late penalties, even if the student has submitted a paper copy. Once the teacher re-opens the turnitin.com account, the student is expected to resubmit his or her work electronically within 24 hours.

PENALTIES FOR LATE SUBMISSIONS:

Grade 9 & 10 courses

- 5% deduction per day for up to three (3) consecutive school days
- Assignments may not be accepted for grading after five consecutive school days late*

Grade 11 Courses

- 5% deduction per day for up to five (5) consecutive school days*
- Assignments will not be accepted for grading after five consecutive school days late*

Grade 12 Courses

- 5% deduction per day for up to five (5) consecutive school days and not accepted after five days late*
- Unit tasks, oral presentations, and other major assignments will not be accepted late.
(Major assignments will be designated as such by the teacher both at the time of distribution and on Edsby®.)*

* Only a note from a physician indicating that for medical reasons the assignment could not be produced by the due date will suffice as documentation to allow the student to hand in the assignment without penalty; the note must be submitted to a school administrator. In cases of domestic affliction or other personal reasons the parent must contact a school administrator to discuss an extension. For special or religious holidays the student must submit the assignment before the holiday. In the event that a student is absent on a day when an essay or assignment is due, the student must fax, e-mail or drop it off at the school.

THE FOLLOWING REASONS ARE NOT ACCEPTABLE FOR LATE SUBMISSION (including submitting the file to turnitin.com):

- Absence due to an extended or family trip of any duration
- Computer or printer problems, including internet connections
- Extra-curricular activities (both school and community)
- Employment
- Night School

TESTING AND EVALUATION:

Students are expected to complete evaluations with their classmates on the assigned date. The reasons for missing a test or evaluation and the consequences include:

- (i) **School Activities or External Activities** (athletics, school events, field trips, family events, etc.) The student must make alternate arrangements with the subject teacher. Failure to take this initiative prior to the start of the activity OR prior to the start of the scheduled test time will result in a grade of zero for the evaluation.
- (ii) **Illness, Domestic Affliction, or Family Matters**
Students must have parents contact a school administrator.
- (iii) **Truancy**
The student will result in a grade of zero for the test (in addition to being suspended). If a pattern emerges that a student misses on testing days or when work is due, a school administrator will consult with the parents.