



GIBRALTAR
LEADERSHIP ACADEMY

School Course Calendar

Building a community of leaders through academic success, experiential learning, and outstanding character.

2019-
2020

Overview

Gibraltar Leadership Academy (GLA) is focused on developing leadership qualities in students throughout their secondary school experience. Through academic study, experiential learning, entrepreneurial opportunities, volunteer experience, and moral guidance, we aim to build life-long learners that will become active participants in the greater Canadian society. Together with our staff and parents, our students will become the leaders of tomorrow.

School Policies, Practices and Procedures

Secondary school education is an essential part of a student's overall success and is vital to being an active and contributing member of society. Gibraltar Leadership Academy is committed to student success and ensuring each student is given the opportunity to make the most out of their secondary school experience.

Every student in Ontario is required to remain in a secondary school until the age of eighteen or until the Ontario Secondary School Diploma has been obtained.

School Philosophy and Overall Goals

Gibraltar Leadership Academy is committed to producing leaders of tomorrow. We believe that every student can achieve success under the guidance and mentorship of our school staff. We aim to achieve the following overall goals with our students:

- Academic success
- Mastery of subject matter
- Preparation for post-secondary success
- Experiential learning through co-operative education, entrepreneurial studies, community activism and volunteer opportunities
- Moral and ethical values through religious enrichment programs

School Organization

2019-2020 GRADE 9–12: TERM SCHEDULE OVERVIEW

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| Semester 1 | Tuesday, September 3, 2019 – Thursday, January 30, 2020 |
| Semester 2 | Friday, January 31, 2020 – Friday, June 29, 2020 |

| 2019-2020 GRADE 9-12: Timetable | |
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| Period 1 | 9:00 am – 10:00 am |
| Break | 10:00 am – 10:05am |
| Period 2 | 10:05 am – 11:05 am |
| Leadership/Islamic Enrichment | 11:05 am – 11:55 am |
| Lunch | 11:55 am – 12:50 pm |
| Period 3 | 12:50 pm – 1:50 pm |
| Salah and Naseeha | 1:50 pm – 2:10 pm |
| Period 4 | 2:10 pm – 3:10 pm |
| Remedial/Extracurricular/Intramurals/Team Practices | 3:10 pm – 4:00 pm |

Code of Conduct

The Principal of Gibraltar Leadership Academy has the duty and responsibility to enforce the rules and mete out consequences when students and staff do not comply with the code of conduct expected of students and staff within the GLA school community.

Attendance

Regular attendance at school is critical for the student's learning. To encourage regular attendance by students, GLA will ensure that students and their parents will adhere to the policies and procedures listed below.

- Where, in the principal's judgement, a student's frequent absences from school are jeopardizing his or her success, GLA staff will meet with the student and the parents to explain the potential consequences of the absences and discuss steps to be taken to improve attendance.
- Due to the unique GLA semester calendar students will complete most of their 110 hours per credit during in class instruction periods each semester. The other part of their attendance will be evident from the completion of online modules that must be completed in order to satisfy their credit requirements and course expectations
- The teacher will maintain attendance records for both in-class and online components of the course through Maplewood, our student information system, as well as Google Classroom
- Students are expected to be in school and on time for each of their classes which begin at 9:00am and end at 3:10pm from Monday to Friday.
- Students are expected to be present for online collaborative meetings with the teacher and their peers at regular scheduled timings
- Students who are constantly late or absent from in-class and online sessions will be called in for a meeting with the principal and their parents/guardians
- Student attendance will be reported on the mid-term and final report cards

Safe School Environment

The Gibraltar Leadership Academy makes considerable effort to provide and maintain a safe environment in which learning can occur. Protection of a person's dignity and self-esteem is critical. The following processes have been put into place to create a safe school environment for the student:

- All students are expected to treat other students, teachers and admin staff with respect, courtesy and consideration. Profanity will not be acceptable in any of the face to face or online environments within the school space
- All students will accept the authority of the teachers and all teachers will demonstrate respect for all students.
- Threats, distasteful remarks, abuse of any kind, or harassment by any individual which impairs the health and welfare of any student or staff member is not permitted and is to be reported to the Gibraltar Leadership Academy Principal immediately. The Principal will mete out the consequence according to the situation.

Code of Conduct for Computer Use

The school reserves the right to monitor all material in user accounts on the file server in order to determine the appropriateness of computer use when a challenge has arisen. The following processes have been put into place:

- The computer software and learning apps at the Gibraltar Leadership Academy is intended for educational purposes only. Any use of any tool within course for any other purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.
- Student access into the online learning system is provided as long as the student follows the guidelines set by the school Principal, provincial, and federal laws.
- If computer software or online applications are used inappropriately or in a prohibited manner, the Principal reserves the right to terminate the registration or suspend the user. There is the possibility of further disciplinary action including legal prosecution, if the appropriate laws, regulations, or contracts deem it necessary.
- It is important to be aware that activities in an online environment are not private. The school reserves the right to monitor all material that is placed in a user's account and to remove it if deemed necessary.
- The security of the online environment is only as effective as the practices of its users. Therefore, it is important that the student user:
 - Never reveal your password to any individual except your parent.
 - Always report to your Principal any email, social media or chat message which causes you concern or any message which requests inappropriate personal information from you.
 - Never attempt to access unauthorized material or to impersonate another user. Any attempt to vandalize, harm or destroy data of another user is prohibited. Any attempt to vandalize the data of the course or school is also prohibited.

Plagiarism

Plagiarism occurs when a student presents another person's work as the student's own. This is not acceptable at Gibraltar Leadership Academy. The Gibraltar Leadership Academy Plagiarism Policy is designed to teach the student to identify plagiarism, to distinguish between the two types of plagiarism, to identify strategies to avoid plagiarism, to practice proper paraphrasing and to explain the consequences of plagiarism by the student.

This means you must not cheat or try to cheat in any way. It hopefully means that you will come to value your achievement when it is honestly, fairly and respectfully won through hard work.

Academic Integrity

Gibraltar Leadership Academy is committed to ensuring the integrity and validity of student achievement within its courses by promoting academic honesty among its students. Students are responsible for upholding integrity and will be held accountable for the quality of their work and actions. GLA takes preventative measures to reduce the incidence of academic dishonesty among its students. GLA may review any work or correspondence submitted by a student to determine its authenticity and legitimacy.

Academic dishonesty will not be tolerated. Students who violate the academic integrity of GLA will be subject to discipline in accordance with this policy. Academic dishonesty consists of any deliberate attempt to falsify, fabricate or otherwise tamper with data information, records, or any other material that is relevant to the student's participation within any course. Academic offenses include, but are not limited to:

1. Cheating or other forms of academic dishonesty intended to gain unfair academic advantage;
2. Distributing or receiving answers or other information by means other than those expressly permitted by the teacher as part of any assignment, test or the final examination;
3. Copying answers, or other information (or allowing others to do so) during any assignment, quiz or the final examination in which a student is not permitted to work jointly with others;
4. Submitting academic work for assessment that was purchased or acquired from another source;
5. Assuming another individual's identity or allowing another person to do so on the student's behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student's grade or academic standing;
6. Using any device, implement, or other form of study aid during the final examination without permission, or as explicitly stated within a student's Individual Education Plan (IEP);
7. Allowing another individual to access course content, a quiz, unit test or final exam at any time while the student is completing an assessment;
8. Accessing course content or external content during the final exam.

Ontario Secondary School Diploma (OSSD)

In order to obtain the Ontario Secondary School Diploma, students must earn a total of 18 compulsory credits. The courses that students can take to meet the compulsory credit requirements are described in the curriculum policy documents for the various disciplines. The compulsory credits are to be distributed as shown below.

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students earn these credits by successfully completing courses that they have selected from the courses listed as available in this program and course calendar.

What do you need to graduate?

18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

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

Plus one credit from each of the following groups:

Group 1:

- | | |
|--|--------------------------------------|
| • English or French as a second language** | • social sciences and the humanities |
| • a Native language | • Canadian and world studies |
| • a classical or an international language | • guidance and career education |
| | • cooperative education*** |

Group 2:

- | | |
|---------------------------------|---------------------------------|
| • health and physical education | • French as a second language** |
| • the arts | • cooperative education*** |
| • business studies | |

Group 3:

- | | |
|---------------------------------|----------------------------|
| • science (Grade 11 or 12) | • computer studies |
| • technological education | • cooperative education*** |
| • French as a second language** | |

In addition to the compulsory credits, students must complete:

- 12 optional credits
- 40 hours of community involvement activities
- the provincial literacy requirement

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

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

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

The Provincial Secondary School Literacy Requirement

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test, the Ontario Secondary School Literacy Course (OSSLC), or the adjudication process. Mature students have the option to enrol directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

Deferrals are granted in accordance with the policies described in Appendix 3, Section 3. Students who are English language learners may be entitled to special provisions. For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test. A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time the test is administered.

For students who entered Grade 9 in the 1999–2000 school year, successful completion of the test was not required. However, for those students who took the field test of the OSSLT in 2000–2001, failed the test, and chose to retake the OSSLT in October 2001, successful completion of the provincial literacy graduation requirement became a diploma requirement.

Ontario Secondary School Literacy Course

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC)*, Grade 12. Students who pass the course are considered to have met the literacy graduation requirement. The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT. If a student has had two opportunities to take the OSSLT and

has failed it at least once, the student is eligible to enrol in the OSSLC. Principals have the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enrol directly in the OSSLC, as specified above.

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy. For students with special education needs, accommodations specified in the student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted. Students who were receiving special education programs and/or services and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enrol directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered. In such cases, the student must have been present to take the test but the required accommodations, or a reasonable alternative to them, were unavailable to the student during the whole test or part of the test.

Accommodations, Special Provisions, Deferrals, and Exemptions

Necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the OSSLT or the OSSLC. Accommodations change only the way in which the OSSLT is administered or the OSSLC is taught, or the way in which the student responds to the components of the test or the course. They do not alter the content of the test or the expectations of the course or affect the validity or reliability of the test or the evaluation of student learning in the course.

Accommodations needed for the test or course may be challenging to implement; consequently, careful planning will be required on the part of the principal. To qualify for accommodations during the test or the course, a student must have an IEP that outlines accommodations to be provided during the test or course that are also necessary for and consistent with regular classroom practices and that are provided for all of his or her assessments. (The student may be, but does not have to be, formally identified as an exceptional student by an Identification, Placement, and Review Committee (IPRC) in order to have an IEP.)

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

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

- students who are English language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test;
- students who have not been successful in acquiring the reading and writing skills appropriate to Grade 9. Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time.

Documentation must be submitted to the principal of the school in such cases. Deferrals are to be granted to students before the test, on an individual basis. The following procedures should be applied:

- A request for a deferral may be made by either a parent (or the student, if the student is an adult) or the school, as long as both parties have been consulted. Such requests are made in writing to the principal. The principal may grant the deferral. To clarify, if, for example, students have long-term illnesses and are not registered to write the test, they can be granted a deferral. Where students are registered to write the test but experience illness or injury that keeps them from writing it at the scheduled time, they will be deemed to be absent.
- A principal may also initiate consideration of a deferral with the parent or adult student.
- The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases of disagreement, the parent or adult student may ask the appropriate supervisory officer to review the matter. The decision of the supervisory officer is final.
- The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting, as prescribed by the EQAO.
- If an additional deferral is required, the principal must review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number of deferrals that may be granted, the parent or adult student must be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test, successful completion of the OSSLC, or successful completion of the adjudication process is a diploma requirement. Students should be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or appropriate forms of support to prepare them for their next attempt.
- The decision to defer must be entered, with all pertinent details, in the Student Data Collection System provided by the EQAO.
- All documentation related to the decision to grant a deferral must be kept in the student's Ontario Student Record.

Exemptions from the Literacy Graduation Requirement

To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the literacy graduation requirement and a clear indication that the student is not working towards an OSSD. Both parental consent

and the approval of the principal are required for an exemption. Exemptions are to be provided to students on an individual basis. The following procedures should be applied:

- As part of the IEP development process, the principal decides, on the basis of the student's learning expectations and in consultation with the parent or adult student (a student who is eighteen years of age or older), whether the student is working towards the OSSD.
- If it is decided that the student is not working towards the OSSD, the principal also decides, again in consultation with the parent or adult student, whether to grant the student an exemption from writing the OSSLT or taking the OSSLC.
- The final decision must be communicated in writing to the parent or adult student as part of the IEP development process.
- In cases of disagreement, where the principal decides that the student should be exempted from writing the test or taking the course but the parent or adult student disagrees with this decision, the student must be allowed to write the test or take the course. Where the principal decides that the student should write the test or take the course but the parent or adult student disagrees with this decision, the matter will be referred to the appropriate supervisory officer. The supervisory officer's decision is final.
- Where it is determined that an exemption does not apply and that the student who has an IEP and who is receiving a special education program and special education services is to take the test or the course, the principal must ensure that the student has a fair and equal opportunity to successfully complete the test or the course. The necessary accommodations will be provided in accordance with the policies outlined above.
- If the learning expectations contained in the student's IEP are revised at some point and the student begins to work towards the OSSD, he or she must successfully complete the OSSLT, the OSSLC, or the adjudication process in order to be eligible to receive the diploma.
- All documentation related to the decision to grant an exemption from taking the test or the course must be kept in the student's Ontario Student Record.

Community Involvement Requirements and Procedures

Students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students will plan and select their community involvement activities in consultation with their parents and as part of the Individual Pathways Plan process. Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter Grade 9. For mature students, principals will determine the number of hours of community involvement activities required.

Students must submit documentation and forms to the office prior to graduation in order to satisfy the Community Involvement Requirement for their OSSD.

In order to promote community values by involving students in their community in a positive and contributive manner, students must complete the 40 hours of community activities outside of scheduled class time. Students are to select community activities appropriate to their age, maturity and ability. The student is not to partake in any activity in which the student's safety will be compromised. Any activity NOT on the approved list must receive written approval of the Principal before beginning the activity.

Community Involvement Activities not approved:

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

Community Involvement Activities approved:

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

Roles and Responsibilities of the Stakeholders

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

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

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

Parents (or guardians) should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. Parents are also responsible for obtaining the appropriate insurance covering the student for any unseen circumstances while involved in these community activities.

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. **Persons and organizations within the community** may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfill their community involvement requirement in a safe environment. The community sponsor should be aware that the students do not have either accident insurance or Workplace Safety Insurance through the Gibraltar Leadership Academy. The community sponsors should ensure that the students are provided with adequate safety instructions, trained properly for their work and supervised to ensure a safe volunteer experience.

Substitution Policy For Compulsory Credit Requirements

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, the principal may

substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3). Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution). The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made.

The principal may also initiate consideration of whether a substitution should be made. The principal will make the decision in consultation with the parent or the adult student and appropriate school staff. In all cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate supervisory officer to review the matter. The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits).
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.

Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows. 7 required compulsory credits

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

7 required optional credits

- ◆ 7 credits selected by the student from available courses

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

Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met 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 kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

Secondary School Curriculum

The Definition of a Credit

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent 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 granted 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. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses.

For the purpose of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom or e-learning instruction and activities and/or through community placements related to work experience and cooperative education.

Types of Courses

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). In the current Ontario curriculum, there is a clear distinction between applied and academic courses in Grades 9 and 10, as well as among the various destination courses in Grades 11 and 12. Open courses in Grades 9 to 12 are also distinct from other course types. Depending on the subject and/or discipline, students may earn credit for the successful completion of more than one course in the same subject at any given grade level.

Grade 9 and 10 Courses

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

- Academic 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 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 theories they study.
- Open 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. They are not designed with the specific requirements of university, college, or the workplace in mind.

Grade 11 and 12 Courses

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

- College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
- University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.
- Open 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. They are not designed with the specific requirements of university, college, or the workplace in mind. In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways.

Understanding the Course Codes

Secondary courses are labeled according to the Ontario Ministry of Education's coding system. The code consists of five characters (e.g. ENG1D):

- The first three characters represent the discipline, the subject, and the course.
- The fourth character represents the grade/level:
 - 1, 2, 3 or 4 where "1" refers to Grade 9, "2" refers to Grade 10, "3" refers to Grade 11 and "4" refers to Grade 12
 - A, B, C, D or E where "A" refers to Level 1, "B" refers to Level 2, "C" refers to Level 3, "D" refers to Level 4 and "E" refers to Level 5. Letters represent proficiency in a language course.
- The last character represents the course type. Most courses at GLA use D, M, U or O:
 - "O" refers to OPEN – A course open to all levels.
 - "D" refers to ACADEMIC – A Grade 9 or 10 academic course for students planning on future post-secondary education.
 - "M" refers to UNIVERSITY/COLLEGE – A senior course in preparation for university or college.
 - "U" refers to UNIVERSITY – A senior course preparing the student for university.

In these grades there are also increased opportunities for learning experiences beyond the school, including cooperative education, work experience, and specialized programs such as the Ontario Youth Apprenticeship Program, Specialist High Skills Major programs, and school-work transition programs. School boards are required to ensure that students in Grades 11 and 12 have access to an appropriate destination-related course in at least English, mathematics, and science, in accordance with the course types included in the curriculum policy documents for these disciplines.

Course Offerings

Grade 9

Drama ADA10

Course Description:

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. Pre-Requisite: None

Integrated Arts – ALC10/ALC20

Course Description:

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges. Pre-Requisite: None

Introduction to Business – BBI10

Course Description:

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. Pre-Requisite: None

Issues in Canadian Geography – CGC1D

Course Description:

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. Pre-Requisite: None

English – ENG1D

Course Description:

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

French – FSF1D

Course Description:

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Pre-Requisite: None

Learning Skills – GLS10

Course Description:

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. Pre-Requisite: None

Principles of Mathematics – MPM1D

Course Description:

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Pre-Requisite: None

Health Active Living Education – PPL10

Course Description:

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Pre-Requisite: None

Science – SNC1D

Course Description:

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity. Pre-Requisite: None

Grade 10

Media Arts, Grade 10 – ASM20

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works. Pre-Requisite: None

Introduction to Business – BBI20

Course Description:

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. Pre-Requisite: None

Canadian History since World War 1 – CHC2D

Course Description:

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

Civics and Citizenship – CHV20

Course Description:

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

English – ENG2D

Course Description:

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. Pre-Requisite: ENG1D or ENG1P

French – FSF2D

Course Description:

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners. Pre-Requisite: FSF1D or FSF1P

Career Studies – GLC20

Course Description:

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 post-secondary 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.

Pre-Requisite: None

Food and Nutrition – HFN20

Course Description: This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition. Pre-Requisite: None

Introduction to Computer Studies – ICS20

Course Description:

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers. Pre-Requisite: None

Principles of Mathematics – MPM2D

Course Description:

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective

use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Pre-Requisite: MPM1D

Science 10 – SNC2D

Course Description:

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid/base reactions; forces that affect climate and climate change; and the interaction of light and matter. Pre-Requisite: SNC1D or SNC1P

Grade 11

Financial Accounting Fundamentals – BAF3M

Course Description:

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. Pre-Requisite: None

Understanding Canadian Law – CLU3M

Course Description:

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. Pre-Requisite: Grade 10 Canadian History in the Twentieth Century, Academic or Applied

English – ENG3U

Course Description:

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is

intended to prepare students for the compulsory Grade 12 university or college preparation course. Pre-requisite: ENG2D

Core French – FSF3U

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Pre-Requisite: FSF2D

World Religions and Belief Traditions – HRT3M

Course Description:

This course provides you with opportunities to explore various world religions and belief traditions. You will: develop knowledge of the terms and concepts relevant to this area of study; examine the ways in which religions and belief traditions meet various human needs; and, learn about the relationship between belief and action. You will also examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief. Pre-requisite: None

Introduction to Anthropology, Psychology, and Sociology – HSP3U

Course Description:

This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines. Pre-requisite: ENG2D or CHC2D

Functions – MCR3U

Course Description:

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Pre-requisite: MPM2D

Biology – SBI3U

Course Description:

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of

biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. Pre-requisite: SNC2D

Chemistry – SCH3U

Course Description:

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Pre-requisite: SNC2D

Physics – SPH3U

Course Description:

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

Pre-requisite: SNC2D

Communication Technology – TGJ3M

Course Description:

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, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive 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. Pre-requisite: None

Grade 12

Accounting 12 – BAT4M

Course Description:

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations. Pre-requisite: BAF3M

International Business – BBB4M

Course Description:

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. Pre-requisite: None

Canadian and International Law- CLN4U

Course description

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law. Pre-Requisite: Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Grade 12 English- ENG4U

Course Description:

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. Pre-Requisite: ENG3U

Writers Craft- EWC4U

Course Description:

This course emphasizes knowledge and skills related to the craft of writing. Students analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. Pre-Requisite: ENG3U

Core French- FSF4U

Course Description

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Pre-Requisite: FSF3U

Nutrition and Health – HFA4U

Course Description:

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. Pre-Requisite: Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Families in Canada – HHS4U

Course Description:

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships. Pre-Requisite: Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Challenge and Change in Society – HSB4U

Course Description:

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change. Pre-

Requisite: Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Philosophy: Questions and Theories – HZT4U

Course description:

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy. Pre-Requisite: Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Calculus and Vectors – MCV4U

Course Description:

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. Pre/Co-Requisite: MCR3U and MHF4U

Mathematics of Data Management – MDM4U

Course Description:

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; apply counting techniques, probability, and statistics in modelling and solving problems; and carry out a data management investigation that integrates the expectations of the course and encourages perseverance and independence. Students planning to pursue university programs in business, the social sciences, or the humanities will find this course of particular interest. Pre-Requisite: MCR3U or MCF3M

Advanced Functions – MHF4U

Course Description:

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their

use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. Pre-Requisite: MCR3U or MCT4C

Biology – SBI4U

Course Description:

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refinement of skills needed for further study in various branches of the life sciences and related fields. Pre-Requisite: SBI3U

Chemistry – SCH4U

Course Description

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment. Pre-Requisite: SCH3U

Physics – SPH4U

Course Description

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. Pre-Requisite: SPH3U

Communications Technology – 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. Pre-Requisite: TGJ3M

Course Outlines and Curriculum Documents

All course outlines will be available on the school website or from the school office. All Ontario curriculum policy documents are available on the Ministry of Education website www.edu.gov.on.ca

Experiential Learning

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Experiential learning programs include job shadowing and job twinning, which may start in Grades 7 and 8, and work experience and cooperative education, which are offered in secondary school.

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. A cooperative education program comprises, at a minimum, one cooperative education course and its related course on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program. In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course. The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) must be developed for all students in a cooperative education program. A student's progress in achieving the curriculum expectations and in meeting the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor. School boards must ensure that cooperative education programs are available to all interested students who are considered ready to undertake learning in the workplace, including students with special education needs. Boards should also ensure that the programs are offered through a variety of delivery models, such as full-day programs, half-day programs, programs that allow for continuous intake, summer school programs, and night school programs, in order to meet the range of needs of the students and their local community. All cooperative education programs must be developed and implemented in accordance with ministry policy as outlined in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools*. *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools* (2000)

Job shadowing and job twinning may be offered to students from Grade 7 to Grade 12 as part of curriculum delivery and as part of the career development program. Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) observing a worker in a specific occupation. Job twinning provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day. The preparation of students for job shadowing and job twinning should include instruction related to workplace expectations and health and safety requirements. Students should be given the opportunity to reflect on their experience and the learning that has occurred. Schools are responsible for ensuring the selection of appropriate placements in safe work environments.

Withdrawal from Grade 11 or 12 Courses

If a student withdraws from a course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST

Changing Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar. In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course. 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.

Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in

order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits. The PLAR process developed by a school in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

PLAR for Regular Day School Students:

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages courses; for Levels 2, 3, and 4 in international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline. For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning (see section 4.3.2 and Appendix 2 in OS). PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students. PPM No. 129 outlines in detail the PLAR policy and requirements that apply to regular day school students.

PLAR for Mature Students:

A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD. Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students. Principals will determine the number of credits, including compulsory credits that a mature student needs in order to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 Grade 9 and 10 equivalency credits may be granted to a

mature student following an individual assessment. Mature students may earn 10 of the 14 remaining Grade 11 and 12s needed to meet diploma requirements in three ways:

- they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process;
- they may present education and/or training credentials for assessment through the equivalency process; or
- they may take the course.

It should be noted that Levels 2 and 3 in classical languages are equivalent to Grades 11 and 12, respectively; that Levels 3 and 4 in international languages are equivalent to Grades 11 and 12, respectively; and that Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12, respectively. Mature students must earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school (or through any of the options outlined in section 10). Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD. Mature students working towards the OSSD under OS/OSS must also satisfy the diploma requirements with regard to the provincial secondary school literacy requirement.

Principals will determine the number of hours of community involvement activities that a mature student will have to complete. PPM No. 132 outlines in detail the PLAR policy and requirements that apply to mature students.

Regular day school students who transfer to an Ontario secondary school from a school outside Ontario or from a non-inspected private school may be granted equivalent credits through the PLAR equivalency process for regular day school students based on the principal's evaluation of their previous learning. The total number of equivalent credits and the corresponding number of compulsory credits are recorded on the OST. The equivalent credits should be entered as a total, and the required items of information should appear as follows: "Equivalent Credits" should be entered in the "Course Title" column; "PLE" in the "Course Code" column; "EQV" in the "Percentage Grade" column; the total number of credits in the "Credit" column; and the total number of compulsory credits in the "Compulsory" column. The Ontario Student Transcript (OST): Manual, 2010, p.13-14

Reach Ahead Credits

Gibraltar Leadership Academy does not currently have opportunities for Reach Ahead credits for grade 8 students.

Other opportunities to earn credits

E-Learning

The transformation of learning and teaching in physical and virtual environments that has been enabled by technology provides innovative opportunities that expand what, how,

when, and where students learn. Blended learning refers to the use of digital learning resources in a physical classroom setting where students are face to face with one another and with their teacher. Blended learning can involve the use of either just a few digital resources or a wide range of tools, games, and other digital resources to support learning. In contrast, in e-learning, credit courses in Grades 9 to 12 are delivered online to students. E-learning includes the use of digital learning resources in a virtual classroom setting, where there is a distance between the e-learning teacher and the students and/or among students. The distance may be related to location (i.e., when students from different locations are enrolled in the same e-learning course) or time (i.e., when students from one location are enrolled in the same course but access it during different periods of the day). The e-learning teacher may provide students with face-to-face or real-time support (e.g., orientation, tutorials, remediation) as part of the virtual learning experience. For any credit course delivered online, all of the curriculum expectations for the course must be accounted for, and assessment, evaluation, and reporting must be done in accordance with policies outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12* (2010).

Assessment, Evaluation & Reporting of Student Achievement

Every student attending Gibraltar Leadership Academy is considered to be unique. Each student must have opportunities to achieve success according to his or her own interests, abilities and goals. The Gibraltar Leadership Academy assessment and evaluation policy is based on seven fundamental principles, the first of which tells us that assessment, evaluation, and reporting practices and procedures must be fair, transparent and equitable for all students. Students and parents need to know that evaluations are based on evidence of student learning and that there is consistency in the way grades are assigned across all Ontario schools.

When these 7 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:

1. Fair for all students.
2. Support all students, including students with an Individual Education Plan (IEP).
3. Related to curriculum expectations as well as interest of all students.
4. Clearly communicated to students and parents.
5. Ongoing, varied in nature.
6. Provide descriptive feedback that is meaningful and timely to support learning.
7. Develop student self-assessments

Assessment and Evaluation Strategies

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline;

- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan (IEP);
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement, and
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

The Achievement Chart

The achievement chart for each subject matter is included in the curriculum policy document, specific to that discipline. The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement.

- The chart is organized into four broad categories; Knowledge / Understanding, Thinking / Inquiry, Communication, and Application / Making Connections. The names of the categories differ slightly from one discipline to another, reflecting differences in the disciplines.
- The achievement chart describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information, to enable teachers to make consistent judgements about the quality of student work, and to provide clear feedback to students.
- The achievement chart provides Gibraltar Leadership Academy teachers with a provincial standard to use in assessing and evaluating their students' achievement. A variety of materials are to be made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.
- The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

| Achievement Chart | | |
|-------------------------------|--------------------------|---|
| Percentage Grade Range | Achievement Level | Summary Description |
| 80-100% | Level 4 | A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard. |

| | | |
|-----------|---------|--|
| 70-79% | Level 3 | A high level of achievement. Achievement is <i>at</i> the provincial standard. |
| 60-69% | Level 2 | A moderate level of achievement. Achievement is <i>below, but approaching</i> , the provincial standard. |
| 50-59% | Level 1 | A passable level of achievement. Achievement is <i>below</i> the provincial standard. |
| below 50% | Level R | Insufficient achievement of curriculum expectations. A credit will not be granted. |

NOTE: Level 3 (70-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or a subsequent course. A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

Reporting Student Achievement

Student achievement is communicated formally to students and parents by means of the Gibraltar Leadership Academy "Secondary School Report Card, Grades 9-12".

Reporting on Achievement of Curriculum Expectations

The report card, which follows the Provincial Report Card very closely, provides a record of the student's achievement of the curriculum expectations in the form of a percentage grade. This reflects the corresponding level of achievement as described in the achievement chart for the discipline.

- A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher.
- The final grade for each course in Grades 9-12 will be determined as follows: 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. 30% of the grade will be based on a final evaluation. This may be a final examination, a final project, or a combination of both an exam and a project.

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and to assign a value to represent that quality. Evaluation is based on "assessment of learning".

While all curriculum expectations must be accounted for in instruction and assessment, the evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectation is evaluated on the basis of their achievement of related specific expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations. Evidence of student achievement for evaluation is collected over time from

three difference sources; observations, conversations and student products. Evaluation is the responsibility of the teacher and does not include the judgement of the student's peers.

Reporting on Demonstrated Learning Skills and Work Habits

The report card provides a record of the learning skills demonstrated by the student in every course. The 6 identified learning skills and work habits are: *(1) Responsibility, (2) Organization, (3) Independent Work, (4) Collaboration, (5) Initiative, (6) Self-regulation. The learning skills and work habits are evaluated using a four-point scale: (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement).*

Teacher Comments

The report card also includes teachers' comments on the student's strengths, weaknesses, and areas in which improvement is needed.

Principal Comments

The report card may also include the principal's comments on the performance of the student.

Methods of Evaluation

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. Teachers will consider all evidence collected from all products submitted or not submitted. Some evidence may carry more weight than others. Teachers will consider all evidence and use their professional judgement to determine the student's report card grade. Determining a report card grade will involve teacher's professional judgement and interpretation of evidence and should reflect the students most consistent level of achievement, with special consideration given to the more recent evidence. The Principal will work with teachers to ensure common and equitable grading practices that follow Ministry policy. For Grades 7 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement chart and will be reported as percentage grades. It is expected that both mathematical calculations and professional judgement will inform the determination of the percentage mark.

Final Examination

- Each course has a final assessment that will be given as a final examination, a final project, or a combination of both an exam and a project.
- Students in the same course should be similarly evaluated, which means that final exams assessments will use the same format although particular questions may be different among the students.

Coursework

- Students must complete all of the assigned coursework.
- Coursework may include assignments, tests, projects, labs, discussions, etc.
- Students assume the responsibility to ensure that they have completed all of the assigned requirements of the course before completing the final exam or assessment task.

- Once the final exam is written or the final assessment is submitted, no further assignments may be submitted, unless prior arrangements have been made between the student and the teacher. Students will receive zeros for any incomplete assignments.

Ontario Student Record

Establishment of OSR

An OSR will be established for each student who enrolls Gibraltar Leadership Academy. Each student and the parent(s) of a student who is not an adult must be informed of the purpose and content of the OSR at the time of enrolment. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario.

Use and Maintenance

Information from an OSR may be used to assist in the preparation of a report required under the Education Act or the regulations made under it. Information from an OSR may also be used in the preparation of a report for an application for further education or an application for employment, if a written request for such a report is made by an adult student, a former student, or the parent(s) of a student. The freedom of information legislation sets out criteria for the use of personal information. The purposes for which personal information in a student's OSR is being used must be consistent with the policies in this guideline and with school board policies. Students who are adults and parents of students who are not adults should be informed of the uses of personal information at the time that that information is collected for inclusion in an OSR. The contents of the OSR should be reviewed on a regular basis according to the policies established by the school board to ensure that they remain conducive to the improvement of the instruction of the student.

Transfer

The transfer of the OSR means the transfer of all parts of the OSR. Subject to the conditions outlined below, the original OSR is transferable only to schools in Ontario. When a student transfers to another school in Ontario, the receiving school must be sent written notification of the student's transfer indicating that the student's OSR will be sent upon receipt of an official written request. When a student transfers to another school outside Ontario, only a copy of the student's OSR may be sent upon receipt of an official written request from the receiving school.

Retention, Storage, and Destruction

Regulations under freedom of information legislation require that personal information that has been used by an institution be retained by the institution for at least one year after use, unless the individual to whom the information relates consents in writing to its earlier disposal. Therefore, any personal information placed in an OSR will be retained by the school for at least one year after use, unless the principal receives written consent to its earlier disposal. The following components of the OSR will be retained for five years after a student retires from school: – report cards – the documentation file, where applicable – additional information that is identified by the school as appropriate for retention

Access

Access to an OSR means the right of those persons authorized by the Education Act or other legislation to examine the contents of the OSR.

STUDENTS

Every student has the right to have access to his or her OSR.

PARENTS

The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen).

EDUCATIONAL PERSONNEL Under the Education Act, only supervisory officers and the principal and teachers of the school have access to the OSR for the purpose of improving the instruction of the student.

Ontario Student Transcript

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon the student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder. The transcript will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;
- a list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;
 - Note:
 - Only one credit will be granted for a course that a student has successfully completed twice.
 - If a student withdraws from a course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST.
- confirmation that the student has completed the community involvement requirement;
- confirmation that the student has completed the provincial secondary school literacy requirement;
- confirmation that a student in a Specialist High Skills Major has completed all the requirements.
- The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course. The Ontario Student Transcript (OST)

Manual provides the information and guidelines required for the establishment, maintenance, issue, and storage of the Ontario Student Transcript. It also outlines the procedures that apply to the recording of information in various situations.

Waiving of Prerequisites

In certain cases, after an assessment test and in consultation with the student, parent, and subject teacher, the Principal may waive a prerequisite. The waiving of prerequisites will be done on a case-by-case basis, upon review of student achievement, and will only take place if it furthers, rather than hinders, the student's learning. Documentation noting the waiving of the prerequisite will be filed in the OSR.

Supports and Resources

Guidance and Career Education

The goals Gibraltar Leadership Academy are to assist students in acquiring the knowledge and skills required to learn effectively, live and work cooperatively and productively with a wide range of people, and set and pursue education and career/life goals. The guidance and career education program has three areas of learning – student development (i.e., the development of habits and skills necessary for learning), interpersonal development (i.e., the development of the knowledge and skills needed in getting along with others), and career development (i.e., the development of the knowledge and skills needed to set short-term and long-term goals in planning for the future). Two of the three areas of learning – student development and interpersonal development – are integrated within the learning skills and work habits described in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12* (2010). For each of the learning skills and work habits, the document provides examples of associated behaviours, which are designed to guide teachers in the instruction, assessment, and evaluation of learning skills and work habits. The third area of learning – career development – is discussed in *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12* (2013).

The Education and Career/Life Planning Program

Under the direction of the principal and with the assistance of key staff and students, the school will develop, document, implement, and evaluate a comprehensive education and career/life planning program to help students achieve their personal goals and become competent, successful, and contributing members of society. The goals of the education and career/life planning program are to:

- ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process;
- provide opportunities for this learning both in and outside the classroom;
- engage parents and the broader community in the development, implementation, and evaluation of the program to support students in their learning.

From Kindergarten to Grade 12, students develop knowledge and skills related to education and career/life planning through an inquiry process built on four areas of learning – Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, and Achieving Goals and Making Transitions. Students develop competencies in these areas by participating in learning opportunities related to the curriculum, through school-wide activities, and through activities in the community. As part of the education and career/life planning program, a process is in place to support students in documenting and reflecting on their learning in education and career/life planning through the use of a web-based Individual Pathways Plan (IPP – for students in Grades 7 to 12). In Grades 7 to 12, education and career/life planning involves preparation for key transitions, including the transition from elementary to secondary school, from Grade 10 to Grade 11, and from secondary school to students' initial postsecondary destinations.

Course Selection

Course selection for students under the age of eighteen must be made with parental approval, except in the case of sixteen- or seventeen-year-old students who have withdrawn from parental control. Students are supported in making informed decisions about their secondary school program through the development of their Individual Pathways Plan.

Student Success

The guidance counsellor will work in collaboration with the Principal to support students who are struggling with their secondary school program and are at risk of not graduating. The responsibilities of the guidance counsellor for students considered to be at risk in secondary school include:

- monitoring and tracking individual students' progress;
- providing direct support for differentiated instruction to meet the learning needs of students and to improve their achievement, promote their retention, and support significant transitions;
- ensuring that students have opportunities to engage meaningfully in their own learning;
- supporting students in their education and career/life planning;
- supporting school-wide efforts to improve outcomes for students struggling with their secondary school program;
- working with parents and the community to support student success.

English Language Learners

English language learners are students whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario's schools, and who may require focused educational supports to assist them in attaining proficiency in English. These students may be Canadian born or recently arrived from other countries. They come from diverse backgrounds and school experiences, and have a wide variety of strengths and needs. Boards must ensure that programs and supports are in place for these students as they develop proficiency in English. Boards and schools should implement program models that take into consideration the number of English language learners in the board/school. Learning

opportunities to enable English language learners to develop proficiency in English are to be integrated into the curriculum in all subject areas. All teachers share in the responsibility for the English language development of these students. Teachers must adapt the instructional program to address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment. Appropriate adaptations include both modifications and accommodations such as specific teaching strategies. 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.

Computer Labs And Resource Centre/Library

Students will have access to computers and internet access through tablets, laptops and personal computers available throughout the school. Students must follow guidelines listed in the Code of Conduct for proper computer usage.

Community Resources

Students will have regular access to community resources through experiential learning, guest speakers, and connections made through the parent and business community.

Special Education – Accommodations

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. At the secondary 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. At the secondary level, the student will not be granted a credit for the successful completion of a course that consists of alternative expectations.