



GIBRALTAR
LEADERSHIP ACADEMY

School Course Calendar

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

2025-2026

Gibraltar Leadership Academy

Course Calendar 2025-2026

Toronto Campus:

KG to Grade 12
431 Nugget Ave.
Scarborough, ON
M1S 4J5
416-297-0770
toronto@gibraltarleads.ca

Durham Campus:

KG to Grade 8
2944 Audley Rd.
Ajax, ON
L1Z 1T7
416-297-0770
durham@gibraltarleads.ca

Clarington Campus:

KG to Grade 12
2038 Nash Rd.
Bowmanville, ON
L1C 3K4
416-297-0770
clarington@gibraltarleads.ca

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 entrepreneurship, activism and volunteer opportunities
- Moral and ethical values through religious enrichment programs

School Organization

2025-2026 GRADE 9–12: TERM SCHEDULE OVERVIEW

Semester 1 Monday, August 25, 2025 – Thursday, January 22, 2026

Semester 2 Monday, January 26, 2026 – Friday, June 26, 2026

2025-2026 GRADE 9–12: Timetable	
Period 1	8:45 am – 9:45 am
Leadership/Islamic Enrichment	9:45 am – 10:30 am
Period 2	10:30 am – 11:30am
Lunch	11:30 am – 12:30 pm
Period 3	12:30 pm – 1:30 pm
Salah and Naseeha	1:30 pm – 2:10 pm
Period 4	2:10 pm – 3:10 pm
Remedial/Extracurricular/Intramurals/Team Practices	3:10 pm – 4:00 pm

Reporting Periods

Semester 1 Midterm: November 17th, 2025

Semester 1 Final: February 6th, 2026

Semester 2 Midterm: April 20th, 2026

Semester 2 Final: June 26th, 2026

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 8:45am 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 are intended for educational purposes only. Any use of any tool within the 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 parents.
 - 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 offences 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 30 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 compulsory credits, students must earn optional credits, as outlined below. Students earn these credits by successfully completing courses that they have selected from the courses listed as available in this program and course calendar.

If you started Grade 9 in or before Fall 2023

If you started Grade 9 in 2023 or earlier, you need the following to get your OSSD.

Compulsory credits

You need the following 18 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for group 1, 2 and 3 courses (1 credit in each group)
- 2 credits in science
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship

The following also apply to compulsory credit selections.

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

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

English language learners: You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

Group 1, 2 and 3 compulsory credits

Of the 18 compulsory credits, you must complete 1 from each of the following groups:

Group 1

- English (including the Ontario Secondary School Literacy Course) or French as a second language
- Native languages
- First Nations, Métis, and Inuit studies
- classical studies and international languages
- social sciences and the humanities
- Canadian and world studies
- guidance and career education

- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 2

- health and physical education
- the arts
- business studies
- French as a second language
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 3

- science (Grade 11 or 12)
- technological education
- French as a second language
- computer studies
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde
- The following conditions apply to compulsory credit selections from the above 3 groups.

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

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

You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.

The Langue des signes québécoise langue seconde course is only available in French-language schools.

Optional credits

You must earn 12 optional credits by successfully completing courses from your school's program and course calendar.

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

*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.

If you started Grade 9 in Fall 2024 and after

If you started Grade 9 in 2024 or in later years, you need the following to get your OSSD.

Compulsory credits

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

- 4 credits in English (1 credit per grade)
 - 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
 - 2 credits in science
 - 1 credit in technological education (Grade 9 or Grade 10)
 - 1 credit in Canadian history (Grade 10)
 - 1 credit in Canadian geography (Grade 9)
 - 1 credit in the arts
 - 1 credit in health and physical education
 - 1 credit in French as a second language
 - 0.5 credit in career studies
 - 0.5 credit in civics and citizenship
 - 1 credit from the STEM-related course group
- The following apply to compulsory credit selections.

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

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

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

English language learners: You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

STEM-related course group

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

- Business studies
- Computer studies
- Cooperative education
- Mathematics (in addition to the 3 compulsory credits currently required)
- Science (in addition to the 2 compulsory credits currently required)
- Technological education (in addition to the 1 compulsory credit required)

Optional credits

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

Online Learning Graduation Requirement

In accordance with the Ontario Ministry of Education's requirements for the Ontario Secondary School Diploma (OSSD), students who began Grade 9 on or after September 1,

2020 must successfully complete a minimum of two (2) online learning credits as part of their graduation requirements.

Gibraltar Leadership Academy recognizes that some students and families may determine that online learning is not an appropriate pathway. In such cases, students may request an exemption from the online learning graduation requirement through the formal opt-out process outlined below.

1. Requirement

- Students must earn at least two (2) online learning credits to satisfy OSSD graduation requirements, unless an exemption has been granted.
- An “online learning credit” is defined as a credit earned through a course delivered using primarily internet-based instruction and communication.

2. Exemption (Opt-Out)

- Parents/guardians of students under 18, or students who are 18 years of age or older, may formally request an exemption from the online learning graduation requirement.
- The exemption must be requested by completing the official **Online Learning Graduation Requirement Opt-Out Form** provided by the school.
- Completed forms must be submitted to the school principal.

3. Principal's Role

- Upon receipt of the opt-out form, the principal will review the request for completeness and accuracy.
- The principal will ensure that the exemption is recorded in the student's **Ontario Student Record (OSR)** and reflected on the **Ontario Student Transcript (OST)** in accordance with Ministry of Education requirements.
- The principal does not have discretionary authority to waive the requirement outside of the Ministry's approved opt-out process.

4. Communication

- Schools must inform students and families of the online learning requirement and the availability of the exemption.
- Information will be shared through school websites, course selection guides, and guidance counselling services.

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 OSSD 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 fulfillment 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 enroll 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/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 jewelry, 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. 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.

Asynchronous Online Hardware and Software Requirements

1. Minimum Hardware and Software Requirements

- To ensure full access to course content and learning resources, all students must have:
- A reliable device (laptop, Chromebook, or desktop) capable of running a modern web browser (e.g., Chrome, Firefox, Safari, or Edge).
- Stable internet access with sufficient bandwidth to stream videos and access digital course materials.
- Access to a functional webcam and microphone for virtual classes or assessments, when required.
- Updated versions of productivity software (e.g., Google Workspace or Microsoft Office) and any subject-specific applications as indicated by the teacher.
- A secure and updated operating system with antivirus protection enabled.

Note: Students who do not have access to the required technology should contact school

administration for support options.

Attendance Definition and Monitoring Procedures for Asynchronous Work

In virtual settings, lack of engagement (e.g., not logging in, not participating, or not submitting work) may also be counted as an absence.

Acceptable Use Policy

All students are expected to use school technology and digital platforms responsibly and in accordance with the School's Acceptable Use Policy (AUP). This includes:

- Using devices and networks for educational purposes only.
- Respecting the privacy, security, and intellectual property of others.
- Following all school guidelines on appropriate communication and online conduct.
- Understanding that misuse of technology or violation of the AUP may result in disciplinary action and restricted access to school systems.

Students and parents/guardians are required to review and sign the AUP at the start of the school year.

Types of Courses

In Grades 9 and 10, students will select an appropriate combination of courses to build their knowledge and skills, and to explore their interests before determining the courses and course types they will undertake in Grades 11 and 12.

When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway.

In Grade 9, all courses are offered in a single stream - either as de-streamed, or open course types. In Grade 10, the course types offered are academic, applied, and open.

Grade 9 and 10 Courses

- Academic courses develop students' knowledge and skills through the study of theory and abstract problems. They focus on the essential concepts of a subject and explore related concepts. 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 they study.
- De-streamed courses equip every student with the knowledge and skills they need to prepare for senior secondary courses.
- Open courses, which comprise a set of expectations that are appropriate for every student, 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. ENL1W):

- 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 W, O, D, M, or U:
 - "W" stands for DE-STREAMED - courses that equip every student with the knowledge and skills they need to prepare for senior secondary courses.
 - "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

Visual Arts AVI10

Course Description:

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. Pre-Requisite: None

Issues in Canadian Geography – CGC1W

Course Description:

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

English – ENL1W

Course Description:

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society

and increase their understanding of the importance of language and literacy across the curriculum. Pre-Requisite: None

Core 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

Principles of Mathematics – MTH1W

Course Description:

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking. Pre-Requisite: None

Communications Technology - TAS10/TGJ10

Course Description:

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

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 – SNC1W

Course Description:

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

Pre-Requisite: None

GRADE 10**Launching and Leading a Business – BEP20****Course Description:**

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production. 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 individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. Pre-Requisite: None

Civics and Citizenship – CHV2O**Course Description:**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and

freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities. 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: ENL1W

Core 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 – GLC2O

Course Description:

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school. Pre-Requisite: None

Clothing - HNL2O

Course Description:

This course introduces students to the world of clothing. Students will gain knowledge about clothing and demonstrate basic skills associated with various techniques and technologies used to create garments and accessories. Students will learn about the functions of clothing and accessories and what clothing communicates about the wearer. They will learn how to enhance their personal wardrobe by assessing garment quality, developing shopping strategies, and developing an understanding of the advantages and

disadvantages of various retail formats. Students will develop research skills as they investigate topics related to clothing. 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 – ICD20

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 – 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

Healthy Active Living Education - PPL20

Course Description:

This course enables students to further develop the knowledge and skills they need to make

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

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

Entrepreneurship: The Enterprising Person - BDP30

Course Description:

This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of their work environments, and the challenges and rewards of becoming an enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event. Prerequisite: None

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

Course Description:

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

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

World History to the end of the Fifteenth Century – CHW3M

Course Description:

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

various societies and in different historical eras. Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

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

Media Studies - EMS30

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: ENG2D or ENG2P

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

Course Description:

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

Introduction to Computer Science - ICS3U

Course Description:

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. Pre-requisite: None

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

Functions and Applications– MCF3M

Course Description:

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. 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

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

Business Leadership - BOH4M

Course Description:

This course focuses on the development of leadership skills used in managing a successful

business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized. Prerequisite: None

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

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

World Cultures - HSC4M

Course Description:

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

will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity. Prerequisite - Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

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

Course Outlines and Curriculum Documents

All course outlines will be available from the school office. All Ontario curriculum policy documents are available on the Ministry of Education website <https://www.dcp.edu.gov.on.ca/en/curriculum#secondary>

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 9 or 10 Courses

Withdrawals from Grade 9 and 10 courses are not recorded on the OST, regardless of when they occur during the school year.

There is no "W" for withdrawal or a percentage mark recorded on the transcript for Grade 9 and 10 courses.

If there are extraordinary circumstances for the withdrawal, the school may add an "S" to the "Note" column of the OST.

Impact on course load: Students should still consult with their guidance counselor to ensure the withdrawal does not affect their ability to fulfill diploma requirements.

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

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 may 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 calendars.

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, they may take one of the specified prerequisite courses through summer school, night school, or online learning.

If the principal believes that a student can succeed 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 students have acquired, in both formal and informal ways, outside of Ontario's secondary school system. The prior learning assessment and recognition (PLAR) process evaluates skills and knowledge against the overall expectations of the Ontario Curriculum. Students transferring into an Ontario secondary school, including continuing education, the Independent Learning Centre and inspected private schools, may have their skills and knowledge evaluated in order to earn credits toward the Ontario Secondary School Diploma. PLAR procedures are carried out under the

direction of the school principal, who grants the credits. The PLAR process 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 Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

The "equivalency" process is the process of assessing credentials from other jurisdictions. All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses.

GLA does not currently have a designated Prior Learning Assessment and Recognition (PLAR) process in place. While learners may bring valuable skills, knowledge, and experiences gained outside of formal education, there is no established framework at GLA to formally assess or recognize these competencies for academic credit. As a result, students who wish to have prior learning acknowledged must pursue traditional pathways, since no specific policies, processes, or supports have been implemented for PLAR at this time.

Compulsory Credit Substitution

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. However, in all cases, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests. Each substitution will be noted on the student's Ontario Student Transcript.

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).
Related to curriculum expectations as well as interest of all students.
3. Clearly communicated to students and parents.
4. Ongoing, varied in nature.
5. Provide descriptive feedback that is meaningful and timely to support learning.
6. 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.
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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.

Late Work Policy:

Homework and assignments submitted after the due date may be accepted within a reasonable grace period, at the discretion of the respective teachers.

Academic Honesty:

Academic integrity is highly valued at GLA. Plagiarism, cheating, and dishonest practices are not tolerated. Students found engaging in academic dishonesty may face consequences as outlined in the school's academic integrity policy.

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 are used to evaluate achievement of the overall expectations.

Evidence of student achievement for evaluation is collected over time from three different 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 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 the teacher's professional judgement and interpretation of evidence and should reflect the student's 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 of 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* (2024).

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

Students with special education needs should be given every opportunity to reach their full potential. This may mean providing these students with accommodations and/or modifications to the curriculum expectations and/or alternative expectations developed as part of an alternative program/course.

Accommodations are special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.

Modifications are changes made to the grade-level curriculum expectations for a subject or course to meet a student's learning needs. Modifications may include:

- increasing or decreasing the number and/or complexity of expectations for the regular grade level curriculum expectations
- applying expectations from a different grade level

At the secondary level, depending on the extent of the modification, the principal will determine whether achievement of the modified expectations makes a student eligible for the course credit. The principal will communicate this decision to the student and their parent(s)/guardian(s).

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 curriculum, alternative expectations are not eligible for course credit at the secondary level