



Canadian Advanced Senior High



School Course Calendar

2023-2024



■ Overview

Canadian Advanced Senior High (CA High) offers Ontario credit courses to students who wish to achieve academic standing that will lead towards completing their Ontario Secondary School Diploma (OSSD) and preparing for admission to college and university. The Ontario Secondary School Diploma is an essential requirement by the Ministry of Education for every student to achieve or attend secondary school until the age of 18 years. Canadian Advanced Senior High is committed to ensure every student receives a quality secondary school experience that prepares them for the next steps of learning whether it is to pursue post-secondary education or the workplace.

■ Overall Goals and Philosophy

Canadian Advanced Senior High believes in accountability, equity, community and global partnerships. A graduate of Canadian Advanced Senior High will be the 21st century global citizen who is multilingual, travelled, life-long and self-directed learner, articulate communicator, collaborative worker, complex thinker, community contributor, and quality producer.

■ School Organization

Canadian Advanced Senior High (CA High) offers continuous intake online courses throughout the year. Each course comprises of a minimum of 110 hours of instruction, use of technology, assessments and evaluation, independent student learning. Mid-term and final evaluations are essential requirements as well as assessment in their course work, student assignments, projects, and presentations. Mid-term and final reports are issued to the student for each course.



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■ Code of Conduct

Canadian Advanced Senior High advocates a safe, nurturing, respectful, and positive learning environment that supports students to succeed to their full potential. While attending Canadian Advanced Senior High, the student shows respect to each other and to the school staff.

Students have the responsibility to:

- Be prepared to learn and log in regularly
- Respect the rights of others to learn
- Respond respectfully and comply with staff instruction and direction
- Apply the Code of Conduct and the Acceptable Use Policy of the Internet expectations

Prohibited conduct includes:

- Bullying or intimidation (including bullying)
- Disruptive in courses
- Persistent absences
- Disrespecting other students and school staff

■ A. Attendance

The Ministry of Education requires that 110 hours should be successfully completed to earn an Ontario credit. Students should complete the weekly assignments and participate in forums/ discussions on a timely basis. Students are required to log in at least once per week on course activity. Students are expected to spend approximately 7 hours per week for both online and offline learning activities.

Students are required to keep a Student Learning Log for each course documenting online and offline activities.



Teacher will provide a timeline and schedule for student participation and assignment submission is established upon registration (continuous intake) based on a 110-hour course. Teacher support is available during the course. Teacher tracks student activity through the learning platform on a daily basis.

The course teachers will attempt to contact the student and will report to the school if the following situations occur:

1. Students failed to login in 2 consecutive weeks will be counted as one absence;

2. By mid-term, if students failed to complete 40% of course work;

The principal/ designate will contact the parent/ guardian/ student over age 18 to determine if there are unknown or additional circumstances to consider or whether the student should withdraw from the course.

When a student has 3 or more absences, the school will issue a warning letter and will advise the student to withdraw from the course if situation persists. The objective of these procedures is to encourage students to re-engage and complete the course successfully.

B. School Safety

All students and school staff must not:

- Commit an act of vandalism that causes damage to school property
- Engage in any form of bullying or harassment
- Engage in hate propaganda or other types of hate or bias behaviour



■ C. Academic Honesty

Students must demonstrate academic honesty for all assignments, presentations, tests, and examinations. Plagiarism is the act of stealing someone else's words, ideas, or images without acknowledging or giving credit to that individual's work. Plagiarism is cheating.

Examples of Plagiarism:

- Copying facts and information from another source such as from a website or from Wikipedia
- Copying or purchasing an article or essay from another person
- Having another person impersonate you to write your course assignments or final exam

Consequences:

The following actions will be taken to deal with plagiarism depending on the severity and frequency of the incident at the discretion of the principal:

- The teacher will interview the student and report the incident to the principal. Parents or guardians will be contacted.
- Students who plagiarize can expect facing progressive consequences including a warning, a zero on the assignment, course suspension, course dismissal or permanent dismissal from the school.



D. Computer/Internet Use

a) Acceptable Use Policy

Canadian Advanced Senior High provides information technology resources for use by students and staff to support its teaching and learning. The use of these resources must be consistent with the goals of the school. Students are expected to act responsibly and to follow the school's guidelines, policies, and procedures in using information technology and electronic networks accessed by such technology.

The acceptable use policy defines the way in which a user may behave in the Canadian Advanced Senior High learning management system. Users should be respectful to each other, not act in ways that are unethical or illegal and be aware that all actions are logged and monitored. Canadian Advanced Senior High learning management system is intended for educational purposes. Students who violate the use of the learning management system will have their registration and access withdrawn. Disciplinary action may include criminal investigation and legal sanctions.

Online security:

- Do not share your username or password with anyone.
- Do not log in anonymously or as another user.

Information restriction:

Do not upload, display, distribute or publish any information that:

- is illegal or that advocates illegal acts or facilitates unlawful activity;
- threatens or intimidates any person or suggests violence, hatred or discrimination toward other people;
- uses inappropriate or abusive language or conduct;



- is racially, culturally or religiously offensive;
- is of a defamatory, obscene, pornographic or sexually explicit nature;
- contains personal information, images, or signatures of individuals without their prior informed consent.

b) Hardware and software requirements

- Any computer with headset and microphone
- High speed internet connection
- Windows 7 or higher or MAC OS X 10.6 or higher
- Java/ JRE
- Adobe Flash Player
- QuickTime
- Microsoft Office



■ Ontario Secondary School Diploma (OSSD)

The Ontario Secondary School Diploma is granted when a student has met the rigour and high expectations of the Ministry of Education credit requirements that follow the curriculum guidelines and the Growing Success Policy of assessment, evaluation, and reporting in Ontario Schools. A student must complete a minimum of 30 credits (18 compulsory credits and 12 optional credits), 40 hours of community involvement activities, and the provincial literacy requirement.

A) 18 compulsory credits of

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



Plus one credit from each of the following groups:

- Group 1: additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education
- Group 2: additional credit in health and physical education, or the arts, or business studies, or French as a second language, or cooperative education
- Group 3: additional credit in science (Grade 11 or 12), or technological education, or French as a second language, or computer studies, or cooperative education

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 group1 and one from either Group 2 or Group 3. (Details of each group are available on the Ministry of Education website or discuss with guidance counsellor.)

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

B) In addition to the compulsory credits, students must complete:

- 12 optional credits which may include up to 4 credits earned through approved dual credit courses.
- Earn at least two online learning credits
- 40 hours of community involvement activities
- The provincial literacy requirement



■ Certificates

A. The Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) will be granted to students who may be leaving school before completing the OSSD. A student who requests an OSSC must have a minimum of 14 credits.

7 compulsory credits:

- 2 credits in English
- 1 credit in Canadian Geography or Canadian History
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Health & Physical Education
- 1 credit in The Arts/ Technological Education/ Computer Studies

7 optional credits:

- 7 credits selected by the student from other available courses.

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

B. Certificate of Accomplishment

This certificate is to acknowledge the achievement of students who plan to pursue a vocational program or other type of training or employment that have not fulfilled the requirements of the OSSC or OSSD.



■ The Ontario Secondary School Literacy Test (OSSLT)

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 in accordance with the policies. 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.

Students whose Individual Education Plan (IEP) indicates that the student is not working towards the attainment of the OSSD may, with parental consent and the approval of the principal, be exempted from writing the OSSLT or taking the OSSLC.



■ The Ontario Secondary School Literacy Course (OSSLC)

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). *

**Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)*

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.

**A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program.*

Students whose Individual Education Plan (IEP) indicates that the student is not working towards the attainment of the OSSD may, with parental consent and the approval of the principal, be exempted from writing the OSSLT or taking the OSSLC.



■ Accommodations, Special Provisions, Deferrals and Exemptions

Accommodations for Students with Special Education Needs

Schools will provide accommodations that enable students with special education needs to participate in the educational setting. 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 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. To qualify for accommodations, a student must have an IEP that outlines accommodations to be provided.

Special Provisions for English Language Learners

Special provisions for English language learners may be provided for the test if the principal deems such provisions to be in the best educational interest of the student. Decisions about special provisions must:

- always be made on an individual student basis;
- be made by the principal in consultation with the student, parents and appropriate staff;
- be made prior to the taking of the OSSLT;
- conform to the permitted special provisions outlined in the EQAO document entitled *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*;
- be clearly communicated in writing to the parents in advance of the writing of the test;
- be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT.



Deferrals

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 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 school, as long as both parties have been consulted. Such requests are made in writing to the principal. The principal may grant the deferral.
- 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.
- 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, whether the student is working towards the OSSD.
- The final decision must be communicated in writing to the parent or adult student as part of the IEP development process.

Ontario Schools: K to 12 Policy & Program Requirements, 2016, Appendix 3

The 40-Hour Community Involvement Requirement

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, the principal will determine the number of hours of community involvement activities required.



■ Substitution Policy for Compulsory Credits 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, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3) outlined in section 6.1.1. 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. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or 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 in accordance with section 6.1.1.)



- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet (see section 7.3.1).

Each substitution will be noted on the student's Ontario Student Transcript.

Ontario Schools K to 12 Policy and Program Requirements Manual (2016), Section 6.2

Ontario Credit Courses

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 online instructions.

From *The Ontario Schools K to 12 document (2016)* Ontario Ministry of Education, 2011

Course Profile Outlines are available on the website: www.cahigh.ca where students can download a brief outline of each course including units of study, evaluation, and resources. The Ontario Curriculum Policy documents are available on the website: www.edu.gov.on.ca.

■ Secondary School Courses in the Ontario Curriculum

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

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

All schools will offer both a sufficient number of courses and courses of appropriate types to enable students to meet the diploma requirements. Schools are not expected to offer all courses in all course types but must provide a range of choices appropriate to the needs and interests of their students.



Grade 9 and 10 Courses

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

De-streamed courses will provide all students with the same learning experience and help prepare students for a wide variety of career pathways. These courses are compulsory for all students. As of September 2022, there is no longer applied or academic courses for Grade 9 math and science. This is part of Ontario's continuing efforts to end the streaming of students as they enter high school.

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

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

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In Grades 9 and 10, students will select an appropriate combination of de-streamed, academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to 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; however, they should try to ensure that they have the prerequisites required for future courses they plan to take (see section 7.2.3).



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 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. 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.



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.

Ontario Schools: K to 12 Policy & Program Requirements, 2016, 7.2

■ Course Code

Course code is a standard identification established by the Ministry of Education in Ontario of credit courses taken by a student. The course code will be used on report cards, transcripts, and any other documents that will reflect Ontario credit courses. It is a combination of letters to identify subject area, numeric level, and academic level of difficulty.

For example:

ENG3U ENG is the subject which is English
 3 is the level which is Grade 11 (4th position)
 U is the type which is university (5th position)

4 th position of the code	Course Grade	5 th position of the code	Course Type
1	Grade 9	C	College
2	Grade 10	D	Academic
3	Grade 11	M	Mixed (College or University)
4	Grade 12	O	Open
A	Level 1	P	Applied
B	Level 2	U	University
C	Level 3	W	New
D	Level 4		
E	Level 5		



Courses Available

The courses offered at Canadian Advanced Senior High meet the Ontario Curriculum requirements for credit courses that lead to the completion of the Ontario Secondary School Diploma (OSSD) of 30 credits. A course outline includes a brief description, class requirements, texts, assessment strategies, curriculum strands and weighting, achievement categories, learning skills and evaluation. Each course offers 110 hours of instruction in 4 to 6 months. A transcript will be issued to the student granting 1 credit for each course.

Other credit courses in Business, Social Sciences, Science, and Technology are available on an individual's needs basis.

Arts Education				
Course	Course Type	Course Code	Credit Value	Prerequisite*
Grade 12 Visual Arts	University/ College	AVI4M	1	AVI3M

Business				
Course	Course Type	Course Code	Credit Value	Prerequisite*
Grade 9 Business	Open	BBT1O	1	None
Grade 10 Business	Open	BBI2O	1	None
Grade 11 Accounting	University/ College	BAF3M	1	None
Grade 12 Accounting	University/ College	BAT4M	1	BAF3M
Grade 12 International Business	University/ College	BBB4M	1	Any Business studies or Canadian/ World studies



English as a Second Language (ESL)				
Course	Course Type	Course Code	Credit Value	Prerequisite*
ESL Level 1	Open	ESLAO	1	None
ESL Level 2	Open	ESLBO	1	ESLAO
ESL Level 3	Open	ESLCO	1	ESLBO
ESL Level 4	Open	ESLDO	1	ESLCO

English				
Course	Course Type	Course Code	Credit Value	Prerequisite*
Grade 10 English	University	ENG2D	1	ENG1D
Grade 10 Literacy Skills: Reading and Writing	Open	ELS2O	1	ENG1D
Grade 11 English	University	ENG3U	1	ENG2D
Grade 11 Presentation and Speaking Skills	Open	EPS3O	1	ENG2D/ENG2P
Grade 12 English	University	ENG4U	1	ENG3U
Grade 12 The Ontario Secondary School Literacy Course (OSSLC)	University/ College	OLC4O	1	Failed OSSLT

Guidance and Career Education				
Course	Course Type	Course Code	Credit Value	Prerequisite*
Grade 10 Careers	Open	GLC2O	0.5	None



Science				
Course	Course Type	Course Code	Credit Value	Prerequisite*
Grade 9 Science	De-streamed	SNC1W	1	None
Grade 10 Science	Academic	SNC2D	1	SNC1W
Grade 11 Biology	University	SBI3U	1	SNC2D
Grade 11 Physics	University	SPH3U	1	SNC2D
Grade 11 Chemistry	University	SCH3U	1	SNC2D
Grade 12 Biology	University	SBI4U	1	SBI3U
Grade 12 Chemistry	University	SCH4U	1	SCH3U
Grade 12 Physics	University	SPH4U	1	SPH3U
Grade 12 Earth/ Space Science	University	SES4U	1	SNC2D
Grade 12 Introductory Kinesiology	University	PSK4U	1	Any Grade 11 Science or Health and Physical Education

Mathematics				
Course	Course Type	Course Code	Credit Value	Prerequisite*
Grade 9 Math	De-streamed	MTH1W	1	None
Grade 10 Math	Academic	MPM2D	1	MTH1W
Grade 11 Functions	University	MCR3U	1	MPM2D
Grade 12 Advanced Functions	University	MHF4U	1	MCR3U
Grade 12 Calculus & Vectors	University	MCV4U	1	MHF4U
Grade 12 Data Management	University	MDM4U	1	MCR3U



International Languages				
Course	Course Type	Course Code	Credit Value	Prerequisite*
Level 3 Mandarin (Traditional Chinese)	University	LKMDU	1	LKMCU
Level 3 Mandarin (Simplified Chinese)	University	LKBDU	1	LKMCU
Level 3 Spanish	University	LWSDU	1	LWSCU

Social Sciences				
Course	Course Type	Course Code	Credit Value	Prerequisite*
Grade 10 Civics and Citizenship	Open	CHV2O	0.5	None
Grade 9 Geography	Open	CGC1D	1	None
Grade 12 World Issues	University	CGW4U	1	Any University or University/ College Preparation course in English or Social Sciences
Grade 12 Economics	University	CIA4U	1	Any University or University/ College Preparation course in English or Social Sciences
Grade 12 Individuals and Families in a Diverse Society	University/ College	HHS4U	1	Any University or University/ College Preparation course in English or Social Sciences

**Prerequisites can also be met by equivalent courses in other provinces in Canada or in other countries or proficiency assessment. Prerequisites will be assessed at the end of the student's first school year. See Appendix C – Course Descriptions and Prerequisites.*



■ Outlines of the Courses of Study

Outlines of the courses of study are posted on the Canadian Advanced Senior High website. When you click on the course code, a course profile will appear that gives the course description, the resources used, units of study, assessment tools, and evaluation weighting.

■ Ontario Curriculum Policy Documents

All the curriculum policy documents are available to the public by going to the Ministry of Education website: www.edu.gov.on.ca. Select “secondary” and then select “secondary curriculum”.

■ Withdrawal from Grade 11 and 12 Courses

Students who would like to withdraw from a grade 11 or 12 course should consult with the administration before taking action as well as discussing this option with their parents/guardians (under 18 years of age).

After consultation, a student may request withdrawing from a course in writing. However, the student must be aware of the full disclosure of all grade 11 and 12 final course marks, withdrawals, and repeats on their transcripts. If a student withdraws from a course 5 instructional days after to the mid-term mark, the course and mark will be recorded on the transcript.



From the Ontario Schools: K to 12 Policy and Program Procedures 2016:

7.5 Procedures for Students Who Fail to Meet Course Expectations

Where a student does not achieve the curriculum expectations of a course, the principal and teaching staff, in consultation with the parents and the student, will determine what type of program would best enable the student to meet the expectations and earn credit for the course. Students should be allowed to repeat only the material relating to the expectations not achieved, providing that the eligibility requirements for credit recovery are met.

Alternatively, the student may repeat the entire course.

A student who fails or withdraws from a compulsory credit course should be informed of the consequences for meeting diploma requirements. The program options available to meet the requirements should be outlined, and possible alternative courses identified.

For procedures related to the recording of course attempts and withdrawals, see The Ontario Student Transcript (OST) Manual (2013).

■ Course Challenge by Student

If a student is concerned about the practices followed in a course, the student may submit in writing to the principal/designate with a detailed explanation. Upon receipt of this letter, the principal shall review it and meet with the student and parent if student is under 18 to respond to the concerns outlined. Every effort will be made to ensure the solution is equitable and reasonable for all parties involved.



■ Changing in Course Types

To change a course type will require students a recommendation from the subject teacher to move from one course type to another such as applied level to the academic level. The recommendation will be reviewed by the principal who will determine if the course type change is reasonable.

According to the Ontario Schools: K to 12 Policy and Program Requirements, 2016:

7.2.4 Procedures for Students Who Wish to Change Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar.

In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.



■ Prior Learning Assessment and Recognition Process (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit granting process whereby students can obtain credits for prior learning. Under the direction of the principal, students can have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD).

The PLAR process involves two components: “challenge” and “equivalency.” The course comparison information is for use in the PLAR “equivalency” process; the process for assessing credentials from other jurisdictions.

PLAR for Regular Day School Students

For regular day school students, a maximum of 4 credits may be granted through the challenge process for grade 10 to 12 courses. Students, enrolled in Ontario secondary schools as regular day school students, who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal in the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student’s previous learning, and the number of compulsory and optional credits still to be earned.

See Policy /Program Memorandum No. 129, Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools, 2001



PLAR Credit Equivalency for Mature Students

For mature students enrolled in Ontario secondary schools, requirements concerning the application of the PLAR “equivalency” process differ from those for regular day school students because of the broader life experience of mature students. The “equivalency” process for mature students involves individual assessment for the purpose of granting Grade 9 or 10 credits, and/or assessment and credentials and other appropriate documentation from jurisdictions outside Ontario for the purpose of granting credit for a Grade 11 or 12 course developed from an Ontario curriculum policy document published in 2000 or later.

See Policy /Program Memorandum Mp.132, Prior Learning Assessment and Recognition (PLAR) for Mature Students: Implementation in Ontario Secondary Schools, 2003.

■ Reporting Procedures

Report Cards

Mid-term and final reports are issued to the student for each course. A mid-term report card will be issued when students have completed 50% of the course material of a 1 credit course. The midterm report card will be released from the Guidance Office 7 business days after the course teacher has completed it. A final report card will be issued when students have completed all the requirements for a course (total 110 hours). All course assignments, tests, learning logs, discussion forums, and final exam must be completed. The final report card will be released within 14 business days after students have written their final exam.



Ontario Student Transcript

The Ontario Student Transcript (OST) is a provincially standardized document that provides a comprehensive record of a student's achievement in secondary school, according to the Ontario Student Transcript Manual 2010. The credits that a student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST regardless how or where the credits were earned.

■ Student Evaluation and Examination Policies and Procedures

At the beginning of each course, students will be informed about expectations, curriculum content and evaluation. Students will also be informed about the assignment requirements, tests, and the calculation of the final mark. On-going formative assessments will be conducted to improve knowledge and skills as well as summative evaluation to demonstrate achievement for each course.

Ontario Secondary School (OSS) courses will follow the curriculum expectations and achievements in the Ministry of Education curriculum policy documents.

In the Growing Success Ontario Ministry of Education Document 2010,

Categories of Knowledge and Skills

The achievement chart identifies four categories of knowledge and skills that are common to both the elementary and secondary panels and to all subject areas and disciplines. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for any given subject/course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.



The categories help teachers to focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

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

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills. Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on “balance” reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation in all subjects and courses. However, it also indicates that for different subjects and courses, the relative importance of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course, and in instructional practice.



To further guide teachers in their assessment and evaluation of student learning, the achievement chart provides “criteria” and “descriptors”. The criteria are the subsets of knowledge and skills that define each category. They identify the aspects of student performance that are assessed and/or evaluated, and serve as a guide to what teachers look for. For example, in the English curriculum in the Knowledge and Understanding category, the criteria are “knowledge of content” and “understanding of content” and include examples such as forms of text and elements of style, and relationships among facts, respectively. The descriptors indicate the characteristics of the student’s performance, with respect to the particular criterion, on which assessment or evaluation is focused. Effectiveness is the descriptor used for each of the criteria in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion.

Levels of Achievement

The achievement chart also identifies four levels of achievement, defined as follows:

Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course

Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.



Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.

Specific “qualifiers” are used with the descriptors in the achievement chart to describe student performance at each of the four levels of achievement – the qualifier limited is used for level 1; some for level 2; considerable for level 3; and a high degree of or thorough for level 4. Hence, achievement at level 3 in the Thinking category for the criterion “use of planning skills” would be described in the achievement chart as “[The student] uses planning skills with considerable effectiveness”.

It is the student’s responsibility to be present for all assessments and evaluations given in each course. If the student is aware, in advance, that a test will be missed, it is again the responsibility of the student to inform the teacher including school sponsored events. Failure to communicate with the teacher in advance may result in a zero on the evaluation. If absent due to illness, a written note by parent/guardian for students under 18 years will be required and in some instances, a medical note may be asked.

At the end of each term, the student/parent will receive a report card that records student academic progress, learning skills, attendance and lates, and credit accumulation towards the OSSD. A copy of this report card will also be maintained in the Ontario Student Record (OSR) file by the school.



Learning skills include: work independently, work habits/homework, organization, initiative, and teamwork. Achievement of these 5 learning skills is reported by using the following

codes: N = Needs Improvement S = Satisfactory
 G = Good E = Excellent

Students who wish to withdraw from a course must inform the teacher in writing by a parent/guardian for students under 18 years of age or by the student who is 18 years of age or over. The course will not be identified on the official student transcript if the course is dropped 5 days after the mid-term mark is issued. Otherwise, full disclosure will occur after 5 days and shown as withdrawn.

In all credit courses requiring examinations, the following conditions apply:

- written exams will be timed and supervised
- mid-term test will be a maximum of 15% in the course work of 70%
- formal exam at the end of course will be a final evaluation mark of 30%
- student is responsible for checking the exam schedule to note when the exam will be written on a specific date and time; no extra time will be given if student is late
- student who is absent from any formal examination or final evaluation will receive a "O" unless a medical certificate is provided to the principal or designate

The exam schedule and reporting periods are recorded on the school calendar. See **Appendix A: Examination Procedures** and **Appendix B: Examination Proctor Approval Application Form**.

To ensure that assessment, evaluation, and reporting are valid and reliable, teachers use practices and procedures that are fair, transparent, and equitable for all students; support all students, including those with special education needs.



■ Ontario Student Record (OSR) ---

Each student will have an Ontario Student Record (OSR) maintained at Canadian Advanced Senior High that maintains student achievement scores, term and final report cards, the Ontario Student Transcript, and any other pertinent academic information about the student. Parents and students 18 years and over may request to view the OSR at any time.

■ School Support Services and Resources ---

All students will be provided the following:

- orientation
- academic and course selection advisory
- guidance and career counseling
- individual pathways plan
- university and college information and applications
- learning skills and work habit development
- students at risk intervention plan
- remedial support for English language learners
- e-resources



■ Special Education

Some students with special education needs are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independent.

There are three types of accommodations:

- Instructional accommodations
- Environmental accommodations
- Assessment accommodations

CA High will provide necessary accommodations to ensure that students who are receiving special education programs and services and who have an IEP have a fair and equal opportunity to successfully complete the OSSLT or the OSSLC.

To ensure that assessment, evaluation, and reporting are valid and reliable, teachers use practices and procedures that are fair, transparent, and equitable for all students; support all students, including those with special education needs.

■ Tutorial Services

Students who require remedial support will have the opportunity to obtain additional instruction by the course teacher. If intensive support is required, students have the option of asking for a private tutor.



Appendix A

■ Examination Procedures

What is the procedure for writing the final exam?

The proctor must first be approved by Canadian Advanced Senior High following the guidelines above. Once the exam is scheduled with the proctor, it is up to the student to ensure that he/she understands the rules and regulations surrounding the final exam. For example, the student cannot access any external content during the final exam. All final exam procedures can be found in the Introduction unit of the course under Final Exam. The student will access the exam online and a password will be entered by the Proctor in order for the student to access the exam. The exam will be timed, so it is important for the student to be aware of any time constraints for the exam. The student will then work through the exam and save his or her responses as questions are completed. Once the final exam is submitted, the Proctor will sign and return the Proctor Memorandum to our office.

Please note: The final report card for the course will not be released until Canadian Advanced Senior High receives the signed Proctor Memorandum from the Proctor.

What is the procedure for writing the final exam?

All exams at Canadian Advanced Senior High are closed-book and completed online under the supervision of an appropriate Proctor. Student finds a proctor to supervise the exam: If a student is finding his or her own Proctor, a Proctor Approval Application must be submitted to the office two (2) weeks in advance of the intended exam date. The application is then reviewed by the Exams Administrator and the student is notified when



the Proctor has been approved and/or if Canadian Advanced Senior High requires additional information on the Proctor. Once approved, the Proctor is sent a Proctor Memorandum indicating the exam procedures and exam password via email. The Proctor and student are responsible for understanding the exam procedures and protocol (i.e. no content can be accessed during the final exam). Once the exam is completed, the Proctor must sign and return the Proctor Memorandum indicating all procedures were properly followed. In order to ensure the integrity and security of the final exam, the Proctor must meet the following criteria in order to be considered for approval:

- must have a professional university degree or college designation;
- must provide a non-generic business e-mail address for correspondence purposes (i.e. not Gmail or Hotmail, etc.);
- must not be a family member;
- must not be a student at any level of study

When can I write the final exam?

The student selects the date, time and location of the final exam. If the student is choosing to find a proctor, the student and proctor must agree on the date and time selected. When the student is nearing the end of the course, he or she can submit a Proctor Approval Application at any time. Students must allow two (2) weeks for the application to be processed. Assignments and tests do not have to be completed at the time of application, but must be submitted before writing the exam. Any assignments not received by the teacher prior to the exam may be graded a zero. If the student does not submit the application two weeks in advance of the exam date, the application will not be processed.

Appendix B



Canadian Advanced Senior High

Senior High

PROCTOR APPROVAL APPLICATION FORM

Scan the completed application and attach it as a pdf or jpg and e-mail to: exam@cahigh.ca
Please note: the email must be sent from a student's registered email address.

STUDENT INFORMATION – PLEASE PRINT CLEARLY

Last Name		First Name	
Course Name			
Course Code (ie. ENG4U)		Teacher	
Exam Date		Exam Location	
Exam Time	2:30pm	Parent/Guardian Email Address (If student is under the age of 18)	

Expected exam date, time and location are required, but may be changed after your request has been approved

Have you completed all your assignments?	YES	NO <input checked="" type="checkbox"/>	<p style="color: red; text-align: center;"><i>Please affix a copy of your Proctor's business card here, or forward a copy as an attachment if available.</i></p> <p><i>You MUST provide at least one of the following:</i></p> <ul style="list-style-type: none"> - A copy of the Proctor's business card (in the space provided here). - A letter of employment from the Proctor's employer (attached to an email). - A business website where the Proctor's employment can be confirmed on a staff directory (space for this is provided in the Proctor Information section below).
Have you notified your teacher?	YES	NO <input checked="" type="checkbox"/>	
<p>Proctor Checklist – proctor must meet <u>all</u> requirements:</p> <ul style="list-style-type: none"> has non-generic email address provided by place of employment; is not a relative of the student; is not a tutor or a student; has a university degree or college designation; has provided a valid business card or can verify employment by other means such as letter of employment or website listing (attached to this application) 			

I, the student, agree to: (1) follow the Canadian Advanced Senior High Examination Procedures, (2) arrange a Proctor who meets all set requirements and set up a date, time and place for my exam, (3) pay for any proctoring service fee, and (4) submit this completed Proctor Approval Application to exam@cahigh.ca at least 14 days before my proposed exam date. To the best of my knowledge, the information in both the Student and Proctor Sections, are correct.

Student Signature _____ Date _____

B. PROCTOR INFORMATION – PLEASE PRINT CLEARLY AND REVIEW PROCTOR REQUIREMENTS BEFORE SUBMITTING

To be completed by the student concerning the chosen Proctor.

Please indicate Mr./Mrs./Ms./Miss or other title: _____

Last Name		First Name	
Business Name		Title or Occupation	
Business Address		City, Country	
Post-Secondary Degree (ie. BSc)		Business Website (to confirm employment)	
OCT# (if teacher)		Preferred Phone Number <input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work	
Proctor Email Address			

EMAIL ADDRESS REQUIRED: The email address MUST be issued by the Proctor's workplace. Generic or Internet provider addresses will NOT be approved.
 ✓ *Acceptable Example:* Adam.Jones@Wordpress.com * *Unacceptable Example:* Adam.Jones@hotmail.com

C. OFFICE USE ONLY

Prerequisite Met:	Proctor Approved:	Password:	Length:	Pre-Approved Proctor:
PAA Received	PM Sent to Proctor	Exam Notification	PM Received	



Appendix C

■ Course Descriptions and Prerequisites

Arts Education

Code	Title	Description and Prerequisite
ADA10	Drama Grade 9 Open	<p>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.</p> <p>Prerequisite: None</p>
AVI4M	Visual Arts Grade 12 Academic	<p>This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.</p> <p>Prerequisite: Visual Arts, Grade 11, University/College Preparation</p>



Business

Code	Title	Description and Prerequisite
BAF3M	Introduction to Financial Accounting Grade 11 University/College Preparation	This course introduces students to the fundamental principles and procedures of accounting, with emphasis on accounting procedures used in service and merchandising businesses. Students will develop an understanding of the connections between financial analysis, control, and decision making in the management of a business, as well as the effects of technology and globalization on accounting procedures and the role of the accountant. Prerequisite: None
BAT4M	Financial Accounting Principles Grade 12 University/College Preparation	This course introduces students to advanced accounting principles that will prepare them for post-secondary 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 further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing. Prerequisite: Accounting Grade 11 University/College Preparation
BBB4M	Introduction to International Business Grade 12 University/College Preparation	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. Prerequisite: Any university, university/college, or college preparation course in business studies or Canadian and world studies



Code	Title	Description and Prerequisite
BB110	Introduction to Business Grade 9 Open	<p>This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.</p> <p>Prerequisite: None</p>
BB120	Introduction to Business Grade 10 Open	<p>This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.</p> <p>Prerequisite: None</p>



English as a Second Language

Code	Title	Description and Prerequisite
ESLAO	English as a Second Language - Level 1 Open	<p>This course builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes; use basic English language structures and simple sentence patterns in short conversations; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.</p> <p>Prerequisite: None</p>
ESLBO	English as a Second Language - Level 2 Open	<p>This course expands students' essential English communication skills and cultural knowledge and introduces the language of classroom studies. Students will develop oral classroom skills and reading strategies, expand their vocabulary, and use more complex sentence patterns. Students will also learn how to use some school and community resources.</p> <p>Prerequisite: ESL 1 or equivalent</p>
ESLCO	English as a Second Language - Level 3 Open	<p>This course is designed to improve students' accuracy in using English in classroom situations, for personal and career planning, and to understand the changing world around them. Students will study and interpret a range of texts and produce a variety of forms of writing. Activities will also help students to develop their oral presentation skills and acquire study skills (including note-taking and summarizing skills) that will enhance their ability to learn in all subjects.</p> <p>Prerequisite: ESL 2 or equivalent</p>



Code	Title	Description and Prerequisite
ESLDO	English as a Second Language - Level 4 Open	<p>This course prepares students to use English with increasing accuracy in most classroom and social situations and to participate in society as informed citizens. Students will develop the reading, writing, and oral presentation skills required for success in all subjects. Students will study and interpret a variety of grade-level texts, develop oral communication skills through participation in informal debates and seminars, and extend their range of research skills.</p> <p>Prerequisite: ESL 3 or equivalent</p>
ESLEO	English as a Second Language - Level 5 Open	<p>This course prepares students for secondary school English and other courses at the college and university preparation levels. Students will be encouraged to develop independence in reading literary works and academic texts, in writing essays and narratives, and in applying learning strategies and research skills effectively. Students will also learn to respond critically to print and media works.</p> <p>Prerequisite: ESL 4 or equivalent</p>

English

Code	Title	Description and Prerequisite
ENG2D	English Grade 10 Academic	<p>This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyse and create effective media works. An important focus will be the thoughtful use of spoken and written language.</p> <p>Prerequisite: English, Grade 9, Academic or Applied</p>



Code	Title	Description and Prerequisite
ELS20	English Grade 10 Open	<p>This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.</p> <p>Prerequisite: English, Grade 9, Academic or Applied, or a Grade 9 English LDCC (locally developed compulsory credit) course</p>
ENG3U	English Grade 11 University Preparation	<p>This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.</p> <p>Prerequisite: English, Grade 9, Academic, or Applied</p>
EPS30	English Grade 11 Open	<p>This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.</p> <p>Prerequisite: English, Grade 10, Academic or Applied</p>



Code	Title	Description and Prerequisite
ENG4U	English Grade 12 University Preparation	<p>This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.</p> <p>Prerequisite: English, Grade 11, University Preparation</p>
OLC40	Ontario Secondary School Literacy Course Grade 12 Open	<p>This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.</p> <p>Prerequisite: Written the OSSLT at least once and unsuccessful are eligible to take the course.</p>



Guidance and Career Education

Code	Title	Description and Prerequisite
GLC20	Career Studies (0.5 credit) Grade 10 Open	<p>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.</p> <p>Prerequisite: None</p>

International Languages

Code	Title	Description and Prerequisite
LKMDU	Mandarin (Traditional Chinese) Level 3, University Preparation	<p>This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.</p> <p>Prerequisite: Mandarin, Level 2, University Preparation and previous knowledge of the language</p>



Code	Title	Description and Prerequisite
LKBDU	Mandarin (Simplified Chinese) Level 3, University Preparation	<p>This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.</p> <p>Prerequisite: Mandarin, Level 2, University Preparation and previous knowledge of the language</p>
LWSDU	Spanish Level 3 University Preparation	<p>This course provides students with opportunities to communicate, interact, and practice the language in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills. They will explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of World Heritage Sites & Intangibles (both Hispanic and Canadian) as well as art and other forms of expression, and develop skills necessary for lifelong language learning and overall communication.</p> <p>Prerequisite: Spanish, Level 2, University Preparation and previous knowledge of the language</p>



Mathematics

Code	Title	Description and Prerequisite
MTH1W	Mathematics Grade 9 De-streamed	<p>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.</p> <p>Prerequisites: None</p>
MPM2D	Principles of Mathematics Grade 10 Academic	<p>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 linear and 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.</p> <p>Prerequisites: Mathematics, Grade 9, De-streamed</p>



Code	Title	Description and Prerequisite
MCR3U	Functions Grade 11 University Preparation	<p>This course introduces some financial applications of mathematics, extends students' experiences with functions, and introduces second-degree relations. Students will solve problems in personal finance involving applications of sequences and series; investigate properties and applications of trigonometric functions, develop facility in operating with polynomials, rational expressions, and exponential expressions; develop an understanding of inverses and transformations of functions; and develop facility in using function notation and in communicating mathematical reasoning. Students will also investigate loci and the properties and applications of conics.</p> <p>Prerequisite: Principles of Mathematics, Grade 10, Academic</p>
MCV4U	Calculus and Vectors Grade 12 University Preparation	<p>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, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.</p> <p>Recommended preparation: Advanced Functions, Grade 12, University Preparation Note: MHF4U must be taken prior to or concurrently with Calculus and Vectors (MCV4U)</p>



Code	Title	Description and Prerequisite
MDM4U	Mathematics of Data Management Grade 12 University Preparation	<p>This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.</p> <p>Prerequisite: Functions and Applications, Grade 11, University/College Preparation or Functions, Grade 11, University Preparation</p>
MHF4U	Advanced Functions Grade 12 University Preparation	<p>This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric 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 who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.</p> <p>Prerequisite: Functions, Grade 11, University Preparation or Mathematics for College Technology, Grade 12, College Preparation</p>



Science

Code	Title	Description and Prerequisite
SNC1W	Science Grade 9 De-streamed	<p>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.</p> <p>Prerequisite: None</p>
SNC2D	Science Grade 10 Academic	<p>This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science and physics, and 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.</p> <p>Prerequisite: Science, Grade 9, De-streamed</p>
SBI3U	Biology Grade 11 University Preparation	<p>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.</p> <p>Prerequisite: Science, Grade 10, Academic</p>



Code	Title	Description and Prerequisite
SCH3U	Chemistry Grade 11 University Preparation	<p>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.</p> <p>Prerequisite: Science, Grade 10, Academic</p>
SPH3U	Physics Grade 11 University Preparation	<p>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 inter-relationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.</p> <p>Prerequisite: Science, Grade 10, Academic Recommended preparation: Math, Grade 10 Academic</p>
SBI4U	Biology Grade 12 University Preparation	<p>This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.</p> <p>Prerequisite: Biology, Grade 11, University preparation</p>



Code	Title	Description and Prerequisite
SCH4U	Chemistry Grade 12 University Preparation	<p>This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.</p> <p>Prerequisite: Chemistry, Grade 11, University Preparation</p>
SES4U	Space and Earth Science Grade 12 University Preparation	<p>This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyze techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.</p> <p>Prerequisite: Science, Grade 10, Academic</p>
SPH4U	Physics Grade 12 University Preparation	<p>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.</p>



		<p>They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.</p> <p>Prerequisite: Physics, Grade 11, University Preparation.</p>
PSK4U	<p>Introductory Kinesiology Grade 12 University Preparation</p>	<p>This course focuses on the study of human movement and of systems, factors, and principle involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.</p> <p>Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education</p>

Social Sciences

Code	Title	Description and Prerequisite
CGC1D	<p>Geography of Canada Grade 9 Academic</p>	<p>This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geo-technologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.</p> <p>Prerequisite: None</p>



Code	Title	Description and Prerequisite
CHV20	Civics (0.5 credit) Grade 10 Open	<p>This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others' beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues.</p> <p>Prerequisite: None</p>
CGW4U	World Issues Grade 12 University Preparation	<p>In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.</p> <p>Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities</p>
CIA4U	Economics Grade 12 University Preparation	<p>This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.</p>



		Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
HHS4U	Individuals and Families in a Diverse Society Grade 12 University Preparation	<p>This course applied current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.</p> <p>Prerequisite: Any University or University/College Preparation course in Social Sciences and Humanities, English, or Canadian and World Studies</p>