

Ashwood International Collegiate

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Course Calendar

2024-2025 School Year

Principal: Dr. Rashida Suleman

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PRINCIPAL'S MESSAGE

As the principal of AIC I am excited and honored to join the AIC family for what I know will be an amazing school year. We aim to give every student very best possible education in order to prepare them for life beyond school. AIC is the best choice for students who want to earn credits and Graduation Diploma in an accelerated time frame. Our entire staff at AIC is dedicated to helping each student develop the skills necessary to build the foundation for lifetime success. I assure you that we take the responsibility of providing the best possible education to our students seriously and that we are excited to have the opportunity to work with students to prepare them for their futures.

The faculty, staff, and administration at AIC are passionate about education and subscribe to the belief that students are individuals deserving respect and opportunities to learn. We, therefore, strive to provide each and every student at AIC with a challenging and engaging curriculum. In addition, students at AIC have a wide range of co-curricular activities to choose from. Through academics, student activities, and athletics we strive to provide all students with a complete and comprehensive education that offers multiple opportunities to develop abilities, express talents, exercise responsibility, and engage in the lifelong learning process.

We recognize that schools share the responsibility for the intellectual, social, and psychological growth of students along with their respective homes; and the community at large. It is with this collaborative effort that we at AIC seek to graduate confident, enthusiastic, respectful and participating citizens who will enjoy learning throughout their lives.

I look forward to helping each student meet with success. Should you have any questions or concerns throughout the year, please do not hesitate to contact me.

I warmly welcome you to visit our School by contacting us, and discover what makes AIC education so special.

Sincerely,

Dr.Rashida Suleman, Principal.

MISSION STATEMENT

Board Mission Statement

The goal of the Ashwood International collegiate is to be an instrumental key player in the Brampton community through the enhancement of educational and community resources. AIC provides a safe and secure learning environment that harvests educational excellence for students from all over the world, while subsidiary companies are aligned with addressing the versatile needs of Brampton's diverse community. All members are intricately intertwined and operate fundamentally based on integrity, ethics, mutual respect, and social responsibility.

Mission of AIC

Ashwood International Collegiate strives to be a model Canadian school offering broad and challenging educational programs. AIC is a culturally diverse learning community that provides students with an intellectually stimulating program in a nurturing environment. We place students at the center of education, and encourage them to be creative individuals, critical thinkers, life-long learners, and socially responsible world citizens. Within a caring, respectful, multicultural environment, the school is committed to instilling in each student a desire to learn, to take appropriate risks, and to accept challenges.

Course Calendar

The Ashwood International Collegiate Course Calendar will provide you with information about our school, our programs and the academic requirements that will assist you in developing your academic plan for obtaining an Ontario School Diploma. While the calendar will provide you with important information about obtaining an Ontario Secondary School Diploma, you are strongly advised to consult with our staff to verify and confirm that your academic plan is the most appropriate one for you.

Graduation Requirements for Secondary School Ontario Secondary School Diploma (OSSD)

Diploma Requirements

An Ontario Secondary School Diploma (OSSD) shall be granted by the Minister of Education, on the recommendation of the principal of the school last attended, to a student who has earned a minimum of 30 credits. In order to earn an OSSD, a student entering Grade 9 in the 1999/2000 school year or in subsequent years must:

Earn 30 credits (18 compulsory credits and 12 optional credits)

Complete 40 hours of community involvement activities

Fulfill the Ontario Secondary School Literacy Requirement (OSSLT)

The combination of compulsory and optional courses is designed to provide all students with the essential knowledge and skills they will need to function effectively in any area of activity, as well as the opportunities to acquire the specialized knowledge and skills they will need to succeed in their chosen post-secondary endeavours.

New Graduation Requirements:

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.

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

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- 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.

If you started Grade 9 in Fall 2024 and after

Note: Starting in September 2025, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 mathematics course. You will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma.

Adult learners: If you enter the secondary school system starting in the **2027–2028 school year or later, these requirements apply to you. You may meet these requirements through the Prior Learning Assessment and Recognition (PLAR) for Mature Students process.**

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

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- 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.

STEM-related course group

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

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

Optional credits

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

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

Compulsory Credits (total of 18)

Students must earn the following 18 compulsory credits to obtain the Ontario Secondary School Diploma (OSSD):

4 credits in English (1 credit per grade) : students may use ESL or ELD credits towards the requirement but must earn the fourth credit at the grade 12 level

1 credit in French as a second language

3 credits in Mathematics (at least 1 credit in Grade 11 or 12)

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
0.5 credit in Civics
0.5 credit in Carrier Studies

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 ***

In addition, students must complete:

✓ 12 optional credits

✓ 40 hours of community involvement activities

✓ the provincial literacy requirement

A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a *Grade 12* compulsory English course. **In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. ***A maximum of 2 credits in cooperative education can count as compulsory credits. † The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Requirements for the 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 follow.curr

7 required compulsory credits

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

7 required optional credits

◆◆ 7 credits selected by the student from available courses

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

The 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.

Other Experiential Learning Programs

Planned learning experiences that take place in the community, including job shadowing and job twinning, work experience and virtual work experience, and cooperative education, provide students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their school programs. Experiential learning can assist all students, including exceptional students, who are bound for university, college, apprenticeship, or the workplace, in making career decisions as well as in developing the knowledge, skills, and attitudes that are essential in today's society. All forms of experiential learning are a valuable complement to students' academic experience and preparation for the future. When organized in a sequential fashion that meets career development needs, experiential learning can maximize student growth and development, and should be encouraged.

Job shadowing and job twinning normally involve only one-half to one school day and have no credit value independent of the course within which they are undertaken. Work experience and virtual work experience last somewhat longer – from one to four weeks – and also have no independent credit value. Cooperative education, the main subject of Part Two of this document, may be a culmination of a series of different forms of experiential learning. It is offered in the form of credit courses that are scheduled for a full term. Finally, programs that incorporate cooperative education or other forms of experiential learning, such as school–work transition programs and the Ontario Youth Apprenticeship Program (OYAP), have variable formats and involve the earning of credits.

PLEASE Note: Ashwood International Collegiate does not offer Co-operative Education courses at this time.

Credit Equivalency

A student must have a minimum of 30 credits to earn an Ontario Secondary School Diploma (OSSD). However, students are granted overseas equivalency credits based upon their previous successful secondary school work in their own country. For example, a student who has obtained good results after three years of high school could be granted up to 23 credits.

Students who wish to apply for University entrance in Canada, and do not have a High School Diploma, must obtain an OSSD that includes a minimum of six (6) "U" or "M" combination of credits. Any or all of these six credits may already be among the 30 credits of the OSSD. University and College entrance requires students to have an OSSD or a High School Diploma from their country of origin.

For students from outside Ontario, the Principal will assess their school records and determine the number of equivalency credits that the students will be granted and indicate the remaining number of courses they are required to complete in order to qualify for the OSSD. Universities will look at 6 grade 12 credits.

Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR)

Prior Learning includes the knowledge and skills that a student has acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition. This process involves two components: challenge and equivalency.

Challenge refers to the process whereby a student's prior learning is assessed for the purpose of granting credit for a course developed from a curriculum policy document.

Please note: Ashwood International Collegiate does not use or support the challenge process.

Equivalency refers to the process whereby credentials from other jurisdictions are assessed for the purpose of granting credit for a course developed from a curriculum policy document. 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 of 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.

Assessment and Evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation must be based on all the strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student's level of achievement will be recorded as a percentage grade, in the same way as achievement in other courses.

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.

On the Ontario Student Transcript (OST) 'PLE' is the code used for equivalent credits granted for previous learning outside Ontario or in a non-inspected private school in Ontario. For these credits the code 'EQV' is used instead of a percentage grade.

Session System

At Ashwood International Collegiate, we will be operating on a 12 month cycle. Students may enter the academy at the beginning of scheduled courses and sometimes at the beginning of new units in courses, but must meet the course requirements of 110 hours to be issued a credit. To view our yearly session calendar and daily timetable please see appendices 1 and 2.

Credits

A credit is granted when a course that has been scheduled for a minimum of 110 hours is successfully completed. "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 the course. Planned learning activities include interaction between the teacher and student as well as assigned individual and/or group work, excluding homework.

Music Certificates

1. A maximum of one Grade 11 University/College preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:

- ◆ ◆ Grade VII Practical and Intermediate Rudiments (formerly Grade 1 Rudiments) of the Royal Conservatory of Music.
- ◆ ◆ Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario
- ◆ ◆ Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
- ◆ ◆ Grade V Practical and Grade III Theory of Trinity College London, England
- ◆ ◆ Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England

2. A maximum of one Grade 12 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:

- ◆ ◆ Grade VIII Practical and Advanced Rudiments (formerly Grade II Rudiments) of the Royal Conservatory of Music.
- ◆ ◆ Grade VIII Practical and Grade IV Theory of Conservatory Canada, London, Ontario

- ◆ ◆ Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
- ◆ ◆ Grade VI Practical and Grade IV Theory of Trinity College London, England
- ◆ ◆ Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

Notes:

- ◆ ◆ The term *practical* refers to any musical instrument on which performance is examined. It includes voice (i.e., singing), but not speech arts.
- ◆ ◆ The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component *and* in rudiments or theory, a

Course Codes

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

- The first three characters represent the discipline, the subject, and the course.
- The fourth character represents the grade: 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 or A, B, C, D or E where "A" refers to level 1, "B" refers to Level 2, "C" refers to Level 4 and "E" refers to Level 5. Letters represent proficiency in a language course.
- "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.
- "W" refers to DeE-STREAMED courses
- "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.
- "C" refers to PREPARATION for College.
- "P" refers to APPLIED LEVEL courses.
- "E" refers to courses leading towards work placement.
- "L" refers to locally developed courses.

Substitution for Compulsory Courses

In designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions can be made for up to three compulsory courses. The courses used by a Second Language student may have a substitution made for the French as a Second Language requirement, using any course from the compulsory listing; an additional Arts, or Technology, or Mathematics or Science, for example. A substitution is only made if the student's educational interests are best served by the substitution. The decision is the responsibility of the school Principal.

Ontario Student Record

The Ontario Student Record folder (OSR) is the official record for a student. The OSR is created when a student enters the Ontario School system and moves with the student from school to school in Ontario. Every Ontario school keeps an OSR for each student enrolled.

The OSR is created under the authority of the Education Act, and the contents of the OSR are protected under the Freedom of Information and Protection of Privacy Act. The students may examine the contents of the OSR on request, with the assistance of the Principal or designated administrator. All OSR's are stored in a secure location within the school's office.

The OSR folder contains achievement results, credits earned, and other information important to the education of the students

These regulations can be found in OS K-12 section 4.1

Regulations concerning parental request to view the OSR can be found in OSK-12 section 4.2

Ontario Student Transcript

The Ontario Student Transcript (OST) is a comprehensive record of all coursework 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.

(Please Note: Since ASHWOOD INTERNATIONAL COLLEGIATE's individual classes are usually 3 hours in length each, the five instructional days have been 5 complete instructional days.)

- ◆ ◆ 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 (see section 9.2 OS K-12) The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement (see section 6.2 OS K-12) and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

Ontario Secondary School Literacy Requirement

- All students who want to obtain an OSSD must successfully complete the provincial secondary school literacy test or literacy course in order to earn a secondary school diploma.

- Students entering the Ontario secondary school system for the first time in with no previous Ontario credits are OS students working towards OS diploma requirements. Grade 12 OS students must meet the literacy graduation requirement.
- The literacy test will be based on the Ontario curriculum expectations for language and communication - particularly reading and writing - up to and including Grade 9.
- Ashwood International Collegiate will provide remedial assistance for students who do not complete the test successfully. This assistance is designed to help students improve their skills so that they are better prepared to retake the literacy test.
- Students not successful on their first attempt may rewrite the test. There is no limit to the number of attempts that a student may make. Once students have successfully completed the literacy test, they may not retake the test.
- Students eligible to write the Ontario Secondary School Literacy Test at least twice and have been unsuccessful at least once, qualify to take The Ontario Secondary School Literacy Course (OSSLC), Grade 12. Successful completion of this course will provide an alternative means of demonstrating the required literacy skills and meet the literacy requirement. Mature students may enroll in the OSSLC course without having attempted and failed the OSSLT. A mature student is described as:

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;

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 program; is enrolled in a secondary program for the purpose of obtaining an OSSD.

- Only the indication of the successful completion of the literacy requirement will be entered on the student's Ontario Student Transcript. If the student completed the Ontario Secondary Literacy Course, the mark and credit earned will also be included.

Deferrals

- English As A Second Language and English Literacy Development students will take the test when they have reached an appropriate level of proficiency in English. The parents or staff may request deferral for eligible students, and the school Principal may grant permission.

Special Provisions for English Language Learners Pertaining to the Ontario Secondary School Literacy Test

Special provisions are adjustments to the setting and/or timing for writing the test for English language learners. They do not affect the validity or reliability of the test. Decisions about special provisions must:

- ◆ ◆ always be made on an individual student basis;
- ◆ ◆ be made by the principal in consultation with the student, parents (if the student is under the age of eighteen), and appropriate staff;

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- ◆ ◆ be made prior to the taking of the OSSLT;
 - ◆ ◆ conform to the permitted special provisions outlined in the EQAO document titled *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*;

- ◆ ◆ be clearly communicated in writing to the parents, or directly to the adult student, 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

Community Involvement Requirement

As stated in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS) every student who begins secondary school during or after the 1999–2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop 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.

Community involvement activities are part of the school's program.

Ashwood International Collegiate staff will discuss appropriate types of community involvement activities and projects with students and may offer suggestions. However, the selection and management of the involvement is to be directed by the student. Community involvement activities may take place in a variety of settings, including not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfill the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. Students must fulfill their requirement outside of school hours. Students must maintain and provide a record of their community involvement activities. The organizations or persons supervising the activities must confirm completion of the required 40 hours or hours assigned by the Principal. The student must submit documentation attesting to the completion of each activity to the Principal. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and her or his parents, and a signed acknowledgement by the person (or a representative of the organization) involved. The Principal will decide whether the student has met the requirements of both the Ministry and Ashwood International Collegiate for these activities.

Forms to record Community Involvement are available in the school office.

Ineligible activities

The ministry has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities.

An ineligible activity is an activity that:

- is a requirement of a class, course, or program in which the student is enrolled (e.g., cooperative education course, experiential learning activities)
- takes place during the time allotted for the instructional program on a school day. However, an

activity that takes place during the student's lunch breaks or “spare” periods is permissible

- contravenes the minimum age requirements to work in or visit a workplace stated in regulations made under the *Occupational Health and Safety Act*
- contravenes any other applicable legislation, regulation or policy
- contravenes the policies and procedures of the organization that is supervising the student’s community involvement activities
- would normally be performed for wages by a person in the workplace
- involves the operation of a vehicle, power tools, or scaffolding
- involves the administration of any type or form of medication or medical procedure to other persons
- involves handling of substances classed as “designated substances” under the *Occupational Health and Safety Act*
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government
- involves banking, the handling of securities, or the handling of valuable items such as jewellery, works of art, or antiques
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program)
- involves activities that promote discrimination, harassment, or puts the safety of the student or others at risk.

- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

Our School Philosophy

Ashwood International Collegiate

Ashwood International Collegiate strives to enhance the academic, social, and character development of our students by providing them with a challenging, varied and supportive learning environment.

We set high personal and academic standards for our students. We believe, with positive support and direction, that each student will be able to achieve the highest possible levels of success.

Our students are recognized and respected as unique individuals, and their successes reflect our own dedication to providing a high quality, well-rounded education. Ashwood International Collegiate will remain committed to our students and our mission to create well rounded, successful members of society.

Ashwood International Collegiate recognizes the importance of students remaining in school until they have reached the age of eighteen and have become a legal adult.

Ashwood International Collegiate is a private, co-educational, non-denominational, independent Private School. Ashwood International Collegiate provides our students with the Ontario Ministry of Education Curriculum in small classes with high expectations, within a caring and secure environment. Our mission is to enable our students to pursue and achieve personal and academic excellence through their school experiences, in order to better prepare them in pursuit of their future goals.

Ashwood International Collegiate's location has allowed us to tap into many community resources such as local recreation centres and community support groups. Moreover, Ashwood International Collegiate provides a membership for all our students to the Public Library system. (Please note: although all students will most probably be equipped with their own lap top computers, we will be constructing a computer lab in our facility in the near future.

School Policies

ASSESSMENT AND EVALUATION

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify students' difficulties as well as their strengths.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Evaluation is a part of the learning process for both the student and the teacher. Formative evaluation occurs during the process of learning. Formative evaluation is a tool designed to keep both students and teachers aware of the objectives to be achieved, and to periodically inform them of intellectual and emotional progress. Summative evaluation takes place at the end of a unit of study, or of a period of time. The purpose of summative evaluation is to determine the quality of a student's work on the basis of established achievement criteria, and assigning a value to represent that quality. The final percentage grade for Grade 9 - 12 courses will be derived as follows:

70% of the grade will be based upon evaluations undertaken throughout the course. This portion of the grade should represent the student's most consistent level of achievement, with special consideration given to the more recent evidence of achievement.

30% of the grade will be based upon a final evaluation in the form of one or a combination of the following: an examination, a performance, an essay, or another method of evaluation suitable to the course content and expectations. The final evaluation should be administered at or towards the end of the course. There will be no exemptions from the final evaluation.

Assessment and evaluation will be based upon the provincial curriculum expectations (content standards) and the achievement levels (performance standards). Assessment and evaluation must be based upon the categories of knowledge and skills and on the achievement level descriptions given in the Achievement Chart. Two separate aspects of student achievement must be reported: achievement of curriculum expectations and learning skills. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and the corresponding level of achievement as described in the Achievement Chart.

Evaluation will be based on the provincial curriculum expectations, and on the achievement levels outlined in the secondary curriculum policy documents. These levels of achievement are associated with percentage grades, and are defined as follows:

80-100% **Level 4:** a very high to outstanding level of achievement.

Achievement is above the provincial standard.

70-79% **Level 3:** a high level of achievement.

Achievement is at the provincial standard. A student achieving at this level is well

prepared for work in the next grade or the next course.

60-69% **Level 2:** a moderate level of achievement.

Achievement is below, but approaching, the provincial standard.

50-59% **Level 1:** a passable level of achievement.

Achievement is below the provincial standard.

Below 50% Insufficient achievement of the curriculum expectations.

The student will not receive a credit for the course.

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 the next course. According to the ministry document *Growing Success*.

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

“Student products” may be in the form of tests or exams and/or assignments for evaluation.

Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.

Further, assessment must involve the co-construction of learning goals (student friendly linguistic understanding of the expectations) and success criteria which as an example would be student friendly language for rubrics and other marking devices.

ACADEMIC DISHONESTY

Academic dishonesty includes practices such as plagiarism, cheating on tests, examinations and assignments. Academic dishonesty may result in receiving a mark of zero in the assignment.

PLAGIARISM

When you borrow another writer’s words and/ or ideas and include them in your work, you must acknowledge this whether it is a direct quotation or a restatement of an idea. Failure to do so is a form of academic dishonesty known as plagiarism and will result in a mark of zero for the work submitted.

REPORT CARDS AND MARKS

A report card will be completed and filed in the Ontario Student Record for each student who has been enrolled at Ashwood International Collegiate. As required by law, a student’s record of courses and credits gained towards the requirements for the Ontario Secondary School Diploma is maintained on the Ontario Student Transcript (OST), which is the official record of a student’s academic achievement in high school. The report card provides a record of the student’s achievement of the curriculum expectations in the form of a percentage grade, which 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 in the form of an examination and or performance essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

CHANGE of School or WITHDRAWAL

Students wishing to transfer to Ashwood International Collegiate from another school in Ontario during the session may do so, but no credit will be granted for work or hours completed at the former school. Student has to start the course from beginning.

The transfer must be approved by the Principal. All courses must be started as described above..

Students wishing to withdraw from a course must make an appointment with the Administration and complete a withdrawal request stating their reason for withdrawing. The same policy applies to students wishing to drop a course before the deadline of two days past the midterm report is reached. Students are reminded that any withdrawal in grades 11 or 12 is recorded onto their Ontario transcripts under the policy of full disclosure.

Students wishing to change courses must apply to do before the first week of classes is complete. Moreover, they will be informed that the hours of the new course missed must be made up and no marks are transferable from one course to another.

CHANGING COURSE TYPES

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

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

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

ATTENDANCE

Regular attendance is crucial to success in Ashwood International Collegiate programs. The guidelines of the Ministry of Education require that students receive at least 110 hours of instruction for each credit course. Ashwood International Collegiate expects all students to attend all classes. Valid documentation must be presented to the teacher and the office for missed classes. Persistent absences will result in the

following actions:

1st notice upon 5 Hours absence

2nd notice upon 9Hours absence

3rdnotice upon 15Hous absence

Warning to student and the Warning sent to parents or Interview with the Principal/Vice development of a plan by student guardians with an interview required Principal.and staff to improve attendance.with the Principal/Vice Principal.

Loss of Credit.

Lates: Lates will be recorded on the attendance and the amount of time late will be indicated. Should total minutes of lates exceed 15 hours then the principal may not grant the credit.

LEAVE OF ABSENCE

In order to maintain eligibility for Student Authorization from the Canadian Government, students must follow certain guidelines before taking a Leave of Absence outside Canada. They must:

- Have attended a minimum of 2 semesters
- Have a tuition fee balance for 4 courses (or the number required for graduation)
- Have a signed letter from parents or guardian approving the application
- Have a round-trip air ticket

A Leave of Absence must be requested at least two weeks prior to the intended departure date. Leave of absence should coincide with scheduled holidays or times when the student's absence does not have an impact upon the completion of their courses. Students will not be granted a Leave of Absence if it will negatively impact upon their ability to successfully complete their program, unless the Leave of Absence is for compassionate reasons. The Principal will make the final decision.

EXTERNAL CREDITS

In the event that course(s) critical to the graduation of a student are not available at Ashwood International Collegiate , we will assist our students in obtaining credit(s) through other agencies such as the Independent Learning Centre or Continuing Education Programs.

EQUAL EDUCATION OPPORTUNITY

Ashwood International Collegiate is committed to the principles of gender, faith, race and ethno-cultural equity in the curricula, policies and practices of the School.

STUDENT SERVICES

Student Counselling and Services

Our staff assists and advises students in a variety of areas during their stay with Ashwood InternationalCollegiate. Services include:

Academic

- Course and academic counselling
- University and college information
- Applications to universities and colleges
- Computer Lab

Special assistance can be provided for students who are classified as English language learners. This may include extending the length of a course, tutoring, or modifications to collecting evaluation data.

- a) For students who have four or less courses to complete for the OSSD, a request for renewal will be issued upon confirmation of the full payment of the remainder of the tuition fees.
- b) For students who have more than four courses to complete for the OSSD, the confirmation will be issued only if the student has a tuition fee balance for four courses for the coming semester.

Guidance And Career Assistance

This program will be delivered in various ways, including orientation and exit programs, career exploration activities, and individual assistance and counselling.

The program is organized into three areas of learning:

- student development (the skills and habits necessary for learning)
- interpersonal development (the skills and knowledge necessary to get along with others)
- career development.

All students are required to complete a half-credit course in career studies as part of the new diploma requirements.

Code of Behaviour

Goals

The Code of Behaviour has been established by Ashwood International Collegiate to ensure:

- that all members of this school community are treated with respect, courtesy and dignity.
- that teachers will have the opportunity to teach and that students will have the opportunity to learn
- that all students will have the opportunity to participate fully and safely in school, whether it be in the classroom, the school yard, special events, sports, extracurricular activities or school trips.
- that the expectations for appropriate behaviour are identified and taught.
- that the process for ensuring that these expectations are followed is consistent and familiar.
- that everyone will develop an appreciation of the impact of their behaviour, both positive and negative, on others.
- that students learn that rules, policies and procedures provide guidelines for behaviour, but that control of behaviour will be internalized as self control.

Responsibilities

Everyone has responsibility for ensuring the success of ASHWOOD INTERNATIONAL COLLEGIATE's Code of Conduct. The general expectations are outlined below:

Students:

- Treat everyone with courtesy, respect and dignity.
- Learn the rules.
- Complete assigned work.
- Act in a safe manner.
- Accept and follow the rules and regulations of the school.
- Accept responsibility for their actions.
- Use acceptable strategies to resolve conflict. If necessary, students will be taught appropriate

alternatives to resolving conflict.

- Promptly respond to the instructions of supervising staff.

Staff:

- Treat everyone with courtesy, respect and dignity.
- Ensure that students and parents are aware of the policies and expectations of the school.
- Communicate with parents.
- Design strategies that focus on and acknowledge positive behaviours.
- Ensure that they address inappropriate behaviours.
- Maintain a consistent approach and expectations, acknowledging positive behaviours and addressing negative behaviours.
- Teach the students alternatives to negative behaviours.

Parent(s):

- Treat everyone with courtesy, respect and dignity.
- Ensure that students and parents are aware of the policies and expectations of the school.
- Discuss and reinforce the expectations with their son/daughter

Process for resolving conflicts:

A key component in the success of a Code of Behaviour is a clearly defined process for dealing with inappropriate behaviour. The steps are outlined below:

- Staff will be responsible for identifying and addressing inappropriate behaviour.
- In a conflict situation:
 - Supervising staff will intervene and issue instructions designed to terminate the conflict.
 - Students are responsible for responding immediately to those instructions.
- Staff will determine a time and location to provide an opportunity for resolution of the conflict or to deal with inappropriate behaviour.

The process for resolving the conflict is designed to:

- provide an opportunity for the students involved to present their viewpoints.
- assist students to identify:
 - the degree of their responsibility in the conflict situation.
 - the positive and negative components of their actions.
- teach alternative behaviours with the clear expectations that students will accept responsibility for using the more appropriate behaviours in the future.
- give the students ownership of the problem, actively involve them in determining a solution, and through this process, teach self discipline.
- assist staff in assigning the most appropriate consequence(s).

Consequences

In general, a progression of possible consequences for persistent inappropriate behaviour is outlined

below.

- A consequence determined by student participation in the conflict resolution process.
- Parental contact.
- Contact with the Principal
- Removal of privileges.
- Unable to participate in events off of school property.
- In-School Suspension.
- School Suspension.
- School Expulsion.

The above list of consequences is not definitive, nor would the consequences necessarily follow the steps in the order that they appear. For example, a student who deliberately injures someone could be suspended without having proceeded through the various steps. While it is the goal of the school to teach appropriate behaviours, the safety of everyone must be given priority.

PLEASE NOTE: THERE WILL BE AN AUTOMATIC SUSPENSION FOR BRINGING A WEAPON (GUN, KNIFE OR REPLICA OF A GUN/KNIFE) ON TO SCHOOL PROPERTY LASER POINTERS ARE INCLUDED UNDER THIS POLICY SCHOOL PROPERTY INCLUDES ANY LOCATION OR TIME WHERE STUDENTS ARE PARTICIPATING IN A SCHOOL SANCTIONED ACTIVITY

Course List 2024– 2025

Ashwood International Collegiate provides programs to prepare our students for University or College entrance. The type of courses that we provide at Ashwood International Collegiate, specifically Academic, Open, University and University/College, reflect that focus. Applied Courses may also be offered at Ashwood International Collegiate.

Ashwood International Collegiate attempts to provide a wide range of courses that will meet the individual needs and interests of our students. A description of the courses currently being offered can be found below. Course outlines will be provided by the classroom teacher and are available through our School Office. Courses may be changed and new courses added from session to session. Please confer with the main office to ensure that the courses that you wish to complete are available. Please note: Certain courses may require the student to use devices such as lap top computers, scientific calculators, etc...

Ashwood International Collegiate does not provide these items.

Course outlines are available upon request.

Grade 9 and 10 Courses

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

◆ ◆ **De-streamed** course that is part of an educational approach that aims to provide equitable opportunities for all students. De-streaming involves ending the practice of separating students into different course types based on their perceived ability. Instead, students take a combination of courses that are designed for all learners.

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

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

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

Grade 11 and 12 Courses

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

◆ ◆ **College preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

◆ ◆ **University preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

◆ ◆ **University/college preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

◆ ◆ **Workplace preparation** courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

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

Upon Request

The Course Outlines

The Course Calendar

Please call the office or contact the receptionist for more information

(905-691-7608)

You can also view the course calendar on our website

Please note:

Access to all Secondary curriculum policy documents may be found on the ministry website:
www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html

COURSE OFFERED 2024-2025**Grade 9**

Mathematics, Grade 9, , De-streamed (MTH1W)
 Science, Grade 9, De-streamed (SNC1W)
 English, Grade 9 De-streamed (ENL1W))
 Exploring Canadian Geography, De-streamed (CGC1W)
 Visual Arts, Grade 9,Open (AVI1O)

Grade 10

Principles of Mathematics, Grade 10, Academic, (MPM2D)
 Foundations of Mathematics, Grade 10, Applied, (MFM2P)
 Science, Grade 10, Academic, (SNC2D)
 Science, Grade 10, Applied, (SNC2P)
 English, Grade 10, Applied , (ENG2P)
 English, Grade 10, Academics, (ENG2D)
 Civic & Citizenship, Grade 10, Academic, (CHV2O)
 Canadian History since World War I, Grade 10, Academic, (CHC2D)
 Canadian History Since World War I, Applied (CHC2P)
 Food & Nutrition, Grade 10, (HFN2O)

Grade 11

Foundations for College Mathematics, Grade 11, College Preparation, (MBF3C)
 Functions and Applications, Grade 11, University/College Preparation, (MCF3M)
 Functions, Grade 11, University Preparation, (MCR3U)
 Physics, Grade 11, University Preparation, (SPH3U)
 Chemistry, Grade 11, University Preparation, (SCH3U)
 Biology, Grade 11, University Preparation, (SBI3U)
 Biology, Grade 11, College Preparation, (SBI3C)
 English, Grade 11, College, (ENG3C)
 English, Grade 11, University, (ENG3U)
 Introduction to Anthropology, Psychology, and Sociology, (HSP3U)
 Environmental Science, (SVN3E)
 Environmental Science, (SVN3M)
 Dynamics of Human Relationships, (HHD3O)
 World Religion & Belief Traditions: Perspective Challenges, Grade 11, (HRT3M)
 Visual Arts, Grade 11, (AVI3O)

Grade 12

Mathematics for College Technology, Grade 12, College Preparation, (MCT4C)
Foundations for College Mathematics, Grade 12, College Preparation, (MAP4C)
Mathematics of Data Management, Grade 12 University Preparation, (MDM4U)
Advanced Functions, Grade 12, University Preparation, (MHF4U)
Calculus and Vectors, Grade 12, University Preparation, (MCV4U)
Physics, Grade 12, University Preparation, (SPH4U))
Physics, Grade 12, College Preparation, (SPH4C)
Chemistry, Grade 12, University Preparation, (SCH4U)
Chemistry, Grade 12, College Preparation, (SCH4C)
Biology, Grade 12, University Preparation, (SBI4U)
English, Grade 12, University Preparation,(ENG4U)
English, Grade 12, College Preparation, (ENG4C)
Business Leadership: Management Fundamentals, (BOH4M)
English as a Second Language, (ESL A-E)
Challenge and Change in Society, (HSB4U)
Canadian and International Law, (CLN4U)
The Writer's Craft, (EWC4U)
Philosophy: Questions and Theories, (HZT4U)
International Business Fundamentals, (BBB4M)
The Ontario Secondary School Literacy Course, (OLC4O)
Canadian and International Politics, (CPW4U)
Earth and Space Science, (SES4U)
Science, (SNC4M)
Nutrition and Health, (HFA4U)
Families in Canada, (HHS4U)
Families in Canada, (HHS4C)
World Issues, (CGW4U)
Development Science, Grade 12, (HHG4M)
The Environment & Resource Management, Grade 12, (CGR4M)
World Cultures, Grade 12, (HSC4M)
Nutrition & Health, Grade 12, College Preparation (HFA4C)

COURSE DESCRIPTIONS

GRADE 9

English, Grade 9 De-streamed (ENL1W)

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

Mathematics, Grade 9, De-streamed (MTH1W)

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: None

Science, Grade 9, De-streamed (SNC1W)

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Prerequisite: None

Exploring Canadian Geography, De-streamed (CGC1W) None

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable

place in which to live.

Prerequisite: None

Visual Arts, Grade 9, Open (AVI10)

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

Prerequisite-None

GRADE 10

English, Grade 10 Academic (ENG2D)

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

Prerequisite: *English, Grade 9, Academic or Applied*

English, Grade 10 Applied (ENG2P)

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

Prerequisite: English, Grade 9, Academic or Applied

Principles of Mathematics, Grade 10 Academic (MPM2D)

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: *Grade 9 Mathematics, Academic or Mathematics Transfer*

Foundations of Mathematics, Grade 10, Applied (MFM2P)

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of

quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Science, Grade 10 Academic (SNC2D)

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

Prerequisite: *Science, Grade 9, Academic or Applied*

Science, Grade 10 Applied (SNC2P)

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

Prerequisite: Science, Grade 9, Academic or Applied.

Civics and Citizenship(CHV2O)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today’s world and of personal interest to them.

Prerequisite: None

Canadian History Since World War I, Academic (CHC2D)

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.

Prerequisite: None

Canadian History Since World War I, Applied (CHC2P)

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.

Prerequisite: None

Food & Nutrition (HFN1/2O)

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.

Prerequisite: None

GRADE 11

English, Grade 11 University Preparation (ENG3U)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: *English, Grade 10, Academic*

English, Grade 11 College Preparation (ENG3C)

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

students for the compulsory Grade 12 college preparation course.

Prerequisite: English, Grade 10, Applied

Functions, Grade 11 University Preparation (MCR3U)

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

Prerequisite: *Principles of Mathematics, Grade 10, Academic*

Functions and Applications, Grade 11 University Preparation (MCF3M)

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.

Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

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

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

Prerequisite: Foundations of Mathematics, Grade 10, Applied

Biology, Grade 11 University Preparation (SBI3U)

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: *Science, Grade 10, Academic*

Biology Grade 11, College Preparation (SBI3C)

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

Prerequisite: Science, Grade 10, Academic or Applied

Chemistry, Grade 11 University Preparation (SCH3U)

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

Prerequisite: Science, Grade 10, Academic

Physics, Grade 11 University Preparation (SPH3U)

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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

Introduction to Anthropology, Psychology, and Sociology (HSP3U)

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behavior and their impact on society. Students will analyze cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends

Prerequisite-Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies.

Environmental Science (SVN3E)

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy

Prerequisite-Grade 9 Science, Applied or Academic, or Grade 9 or 10 locally developed compulsory credit course in science

Environmental Science,Grade 11 University/College Preparation (SVN3M)

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

Prerequisite- Grade 10 Science, Applied or Academic

Dynamics of Human Relationships (HHD30)

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

Prerequisite-None

World Religion & Belief Traditions: Perspectives, Issues & Challenges (HRT3M)

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will 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.

Prerequisite: None

Visual Arts (AVI30)

This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

Prerequisite: None

GRADE 12

English, Grade 12 University Preparation (ENG4U)

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently,

selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: English, Grade 11, University Preparation

English, Grade 12 College Preparation (ENG4C)

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

Prerequisite: English, Grade 11, College Preparation

Advanced Functions, Grade 12 University Preparation (MHF4U)

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

Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

Calculus and Vectors, Grade 12 University Preparation (MCV4U)

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who 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.

Note: *The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).*

Mathematics of Data Management, Grade 12 University Preparation (MDM4U)

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve

problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

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

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

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

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

Mathematics For College Technology, Grade 12 College Preparation (MCT4C)

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

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

Biology, Grade 12 University Preparation (SBI4U)

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

Prerequisite: Biology, Grade 11, University Preparation

Chemistry, Grade 12 University Preparation (SCH4U)

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 one valuating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

Chemistry, Grade 12 College Preparation (SCH4C)

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

Prerequisite: Science, Grade 10, Academic or Applied

Physics, Grade 12 University Preparation (SPH4U)

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.

Prerequisite: Physics, Grade 11, University Preparation

Physics, Grade 12 College Preparation (SPH4C)

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic or Applied

English as a Second Language ESL Level 1 Open (ESLAO)

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; 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.

English as a Second Language ESL Level 2 Open (ESLBO)

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

English as a Second Language ESL Level 3 Open (ESLCO)

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

English as a Second Language ESL Level 4 Open (ESLDO)

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

English as a Second Language ESL Level 5 Open (ESLEO)

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

Business Leadership: Management Fundamentals (BOH4M)

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze 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

Financial Accounting Principles, Grade 12, University/College Preparation(BAT4M)

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.
Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation

International Business Fundamentals (BBB4M)

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 post secondary programs in business, including international business, marketing, and management.

Prerequisite-None

Challenge and Change in Society (HSB4U)

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behavior and their impact on society. Students will analyze cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends

Prerequisite-Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies

Canadian and International Law(CLN4U)

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

Prerequisite-Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies

The Writer's Craft (EWC4U)

This course emphasizes knowledge and skills related to the craft of writing. Students will 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 will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite-English, Grade 11, University Preparation

Philosophy: Questions and Theories(HZT4U)

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring

specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics).* Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

Prerequisite-Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies.

The Ontario Secondary School Literacy Course(OLC4O)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. 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 literacy portfolio containing a record of their reading experiences and samples of their writing

Prerequisite-Literacy Test

Canadian and International Politics(CPW4U)

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

Prerequisite -Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

Earth and Space Science(SES4U)

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence

Prerequisite -Science, Grade 10, Academic

Science (SNC4M)

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance

their scientific literacy.

Prerequisite -Science, Grade 10, Academic, or any Grade 11 university, university/college, or college preparation course in science

Nutrition and Health(HFA4U)

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

Prerequisite - Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

Families in Canada(HHS4C)

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada

Prerequisite - Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

Families in Canada(HHS4U)

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.

Prerequisite - Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

World Issues: A Geographic Analysis

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

Prerequisite Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

Human Development throughout the Lifespan, Grade 12 (HHG4M)

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

World Cultures (HSC4M)

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

The Environment & Resource Management (CGR4M)

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

ONLINE COMPONENTS

Minimum Hardware Requirements

Learners participating in on-line courses should have access to hardware that meets or exceeds the following standards. Students with access to equipment that does not meet these standards may experience slow interactivity; limited interactions and/or long wait periods for file downloads.

- Recommended Desktop Standards: PIII, 256 MB, Macintosh G3, or better (minimum: P II 128MB)
- Windows XP Service Pack 2, OS 10.3, or better (minimum: Windows 98, Mac OS 8.6)
- Internet Explorer 6.0 or better (minimum: Internet Explorer 5.5.)

- Adobe Acrobat Reader 6 or better (minimum: Reader 5)
- Windows Media Player 9
- Macromedia plug-ins (including mandatory: Flash)
- A DSL or better connection to the Internet. Speakers
- Monitor (screen resolution 800 x 600, 16 bit colour) or better
- A typical Office suite of applications; specifically, a word processor application, spell checker, equation editor, and a spreadsheet application are mandatory
- Math students are encouraged to use a scanner to submit handwritten assignments rather than typing up their math assignments
- Students taking English courses will need access to a microphone connected to their computer
- Data Transmission Standards: TCP/IP
- Minimum Bandwidth Standards Single Computer: modem. LAN - Switched 10/100 Mb

Additional Software: Some courses may require access to some OSAPAC software, specifically at this time, Geometer's Sketchpad, Simply Accounting or Smart Ideas. It is recommended that up-to-date virus, spyware, and adware protection be implemented.

Online Attendance

Regular attendance in any learning environment is vital to school success. Students who do not participate in their online course regularly will diminish their learning experience. The following processes have been put into place to encourage regular attendance by the student:

- The Principal will maintain attendance records as it is expected that students and teachers should login to their course on a regular basis
- Due to the continuous in-take entry and exit model of online education, there is no prescribed yearly or even semesterized calendar. It is expected that a typical online course will take approximately 110 days or 4 months for the student to complete (assuming a minimum of 1.25 hour per day online participation), but this time may start or end arbitrarily
- Students who leave a course before completion must communicate their intentions either in writing to the Principal or over the phone in the interest of up-to-date record keeping, before any request can be acted upon
- To encourage attendance, the Principal will work with the curriculum writers, to set manageable assessment and evaluation assignments early in the course, in order to give the student positive feedback and breakdown any existing technology barriers
- Students who have not completed their course within 10 months from the day of enrollment in that course, will be unenrolled from the course with no chance of re-instatement.
- If a student does not login for 3 days continuously, the school will inform the student and parents about the lack of attendance and its consequences.

Acceptable Use Policy

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 Schoolpoint Learning Management System at Ashwood International Collegiate is intended for educational purposes only. Any use of any Learning Management System (LMS) tool within a 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 LMS is provided as long as the student follows the guidelines set by the school Principal, provincial, and federal laws
- If the LMS is 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
- Malicious LMS network damage; interference or mischief will be reported to the appropriate authorities
- 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 your course to any individual (except your parents/guardians)
- Immediately report to your Principal any email 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

Online Learning Graduation Requirement

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Opt-Out Process

Parents/guardians may choose to opt their child out of the mandatory online courses required for graduation. Students age 18 years of age or older or students who are 16 or 17 years of age and have withdrawn from parental control can also opt out of the graduation requirement. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change.

I ask my schools to put this in a form and file it in the OSR, if applicable.

Appendix 1

ASHWOOD INTERNATIONAL COLLEGIATE
SCHEDULE OF ACADEMIC SESSIONS FOR 2024-2025

1st Semester	
September 9, 2024	Classes Begin
September 21, 2024	Professional Activity Day
October 14, 2024	Thanksgiving Day
October 3, 2024	Mid-Term
November 18, 2024–November 22,2024	Last Days of Session & Final Exam
2nd Semester	
November 25, 2024	Classes Begin
November 28,2024	Professional Activity Day
December 19, 2024	Mid-Term
December 23,2024–January 3 st 2025	Winter Break
January 16 2025	Professional Activity Day
January 30,2025 –January 31,2025	Last Days of Session & Final Exam
3rd Semester	
February 3, 2025	Classes Begin
February 17, 2025	Family Day
March 17, 2025	Mid-Term & Professional Activity Day
April 18, 2025	Good Friday
April 21, 2025	Easter Monday
April 28, 2025- April 30,2025	Last Days of Session & Final Exam
4th Semester	
May 1, 2025	Classes Begin
May 9, 2025	Professional Activity Day
May 16, 2025	Mid-Term
May 19,2025	Victoria Day
June 23, 2025 - June 27, 2025	Last Days of Session & Final Exam
Summer School	
July 7, 2025	Classes Begin
July 31, 2025	Last Day of Session & Final Exam
August 4, 2025	Civic Holiday
August 5, 2025	Classes Begin
August 30, 2025	Last Day of Session & Final Exam

Appendix 2

Daily Timetable Ashwood International Collegiate- School Timetable

Period	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:10	Math (Room 3) MCR3U English (Room 4) ENG4U ENG1D (Room 7) PPL20 (GYM/ Room 5)	English (Room 4) ENG3U Math (Room 5) MCV4U ENG1D (Room 7) PPL20 (GYM/ Room 3)	Math (Room 3) MCR3U English (Room 4) ENG4U ENG2D (Room 7) PPL20 (GYM/ Room 5)	English (Room 4) ENG3U Math (Room 5) MCV4U ENG1D (Room 7) PPL20 (GYM/ Room 3)	Math (Room 3) MCR3U English (Room 4) ENG3U ENG2D (Room 7) PPL20 (GYM/ Room 5)
10:10-11:20	Biology (Room 5) SBI3U Math (Room 3) MCV4U ENG2D (Room 7) AVI10 (Room 4)	Biology (Room 5) SBI3U English (Room 4) ENG4U ENG2D (Room 7) AVI10 (Room 5)	English (Room 4) ENG3U Biology (Room 5) SBI4U ENG1D (Room 7) AVI20 (Room 3)	English (Room 4) ENG3U Chemistry (Room 7) SCH4U MAT2L (Room 5) AVI20 (Room 3)	English (Room 4) ENG4U Math (Room 3) MCV4U ENG1D (Room 7) AVI10 (Room 5)
11:20-11:35	Break	Break	Break	Break	Break
11:35-12:45	Math (Room 3) MCR3U Biology (Room 5) SBI4U ENG2D (Room 7) PPL10 (GYM/Room 4)	Chemistry (Room 7) SCH3U Math (Room 3) MCV4U MAT1L (Room 4) PPL10 (GYM/ Room 5)	Math (Room 3) MCR3U Chemistry (Room 7) SCH4U MAT1L (Room 4) AVI10 (Room 5)	Chemistry (Room 7) SCH3U Biology (Room 5) SBI4U MAT1L (Room 4) PPL10 (GYM/ Room 3)	Biology (Room 5) SBI3U Chemistry (Room 7) SCH4U MAT1L (Room 4) PPL10 (GYM/ Room 3)
12:45-1:45	Break	Break	Break	Break	Break
1:45-2:55	Biology (Room 5) SBI3U Chemistry (Room 7) SCH3U MAT1L (Room 4) AVI20 (Room 3)	Chemistry (Room 7) SCH4U Biology (Room 5) SBI4U MAT2L (Room 4) AVI20 (Room 3)	Biology (Room 5) SBI3U Chemistry (Room 7) SCH4U MAT2L (Room 4) PPL10 (GYM/ Room 3)	Chemistry (Room 7) SCH3U Biology (Room 5) SBI4U MAT2L (Room 4) AVI10 (Room 3)	Chemistry (Room 7) SCH3U English (Room 4) ENG4U MAT2L (Room 5) AVI20 (Room 3)