



CHISHOLM ACADEMY SCHOOL COURSE CALENDAR 2023-2024

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Preface:

A Message from the Executive Director Dr. Howard Bernstein

I am pleased to take this opportunity to welcome our new and returning students to another exciting year at Chisholm Academy. Over 50 years ago, Chisholm Academy began as a school to assist students who wanted to be successful through hard work and individual education plans. Of course hard work, great teachers and individual plans are necessary, but here are a few other thoughts to ensure your success and enjoyment at Chisholm.

1. Treat other students the way you wish to be treated.
2. Treat teachers the way you would like them to treat you.
3. Work hard!
4. Participate in extra-curricular activities.
5. Ask for help! Our teachers are always willing to assist you.
6. Ask again if you need more help.
7. Don't let your parents do YOUR homework.
8. If you don't see a club that interests you then ask our staff to start one with you.
9. Returning students will always help new students feel welcome.
10. You are never in trouble for not knowing how to do something.
11. Social media is a blast but can be cruel if not used appropriately.
12. Success is trying harder.
13. Success is friendship.
14. Tell our staff if something troubles you.
15. Politeness always works.
16. Your job of growing up can be a tough one.
17. Your parents' job of trying to help you is also difficult. Please appreciate them.
18. This will be the best school year you will ever experience.

I am proud and pleased to have you all as members of the Chisholm Academy community.

Best wishes,

Howard A. Bernstein

Dr. Howard A. Bernstein, Ph.D., C. Psych.
Executive Director

A. General School Information:

a) School Goals and Philosophy:

Chisholm Academy's overall goals and philosophy focus on providing academic, technical, and behavioural/emotional learning opportunities to meet the special needs of our students in order that they may be successful in achieving their full potential. Chisholm Academy provides each student with an individualized education plan and is committed to assisting every student in achieving a successful elementary and secondary school experience.

b) School Organization:

At Chisholm Academy, the school year is organized into two semesters. There are four periods per day, and each period is 75 minutes in length. Elementary school courses are primarily full year courses, while secondary school courses are arranged by semester, with four courses per semester. Semester 1 classes begin in September, during the week after Labour Day, and end during the last week of January. Semester 2 classes begin during the first week of February and are completed towards the end of June. A school year calendar is provided to families during the summer before each upcoming school year.

c) Daily Schedule:

All students are encouraged to arrive at school by 8:45 a.m. and be in class ready to start work by the 8:55 a.m. bell. Classes will be from 8:55 a.m. until 11:30 a.m. and 12:25 p.m. until 2:55 p.m.

The school will be open by 8:15 a.m. Supervision is provided on the outside basketball court and in our gymnasium between 8:15 – 8:45 a.m. Students should enter the school to go to their lockers at 8:45 a.m. using the Academy entrance at the west side of the building (by the basketball court). Attendance for all students will be taken in each period of the day. Students who arrive late must go to the Academy office to sign in before proceeding to class. The likelihood of beginning the day in a relaxed, prepared manner will be increased if arrival is no later than 8:45 a.m.

d) Expectations:

- Arrive for school on time, well-rested, in uniform, with all required materials and homework completed
- Enter by the Academy entrance
- Place your belongings in your locker
- Be on time for class
- Eat and drink only in designated areas
- Record all homework and assignments in your daily agenda/Google Calendar
- Leave the school promptly at the end of the day
- Students should vacate the school property no later than 4:00 p.m. If there are extenuating circumstances, parents should inform the Academy office.

e) Lunch Period:

The lunch period takes place from 11:30 a.m. – 12:20 p.m. Grade 7 and 8 students must remain on the school property at all times, where supervision is provided. They will not be permitted to leave school property during the lunch break. Students may eat their lunch in their designated lunch area. Alternatively, if they are attending school clubs during the lunch break, they may eat their lunch in the respective classrooms.

Grades 10, 11 and 12 students may leave the premises during the lunch period. Grade 9 students will remain on property for Semester 1 and may leave the school premises during the lunch period in Semester 2, provided the permission form has been returned to the school. Students who leave the premises at lunchtime must ensure that they are in class and ready to begin the afternoon session by 12:25 p.m. Any student returning later than 12:25 p.m. must obtain an admit slip from the Academy office. **Students are expected to behave appropriately in the commercial establishments they may visit during lunchtime.** Students who are chronically late in returning from lunch or who behave inappropriately **will lose** the privilege of leaving the premises during lunch break. Students remaining at school during the lunch break will eat in the designated lunch area on the lower level.

f) Attendance Policy

Students who are not in class by **8:55 a.m.** must sign in at the Academy office, at any time during the day when arriving late to school. Parents of students who will be late due to medical appointments are asked to **call or email the day before**. In the event of student illness, parents are asked to email the school at: studentabsence@chisholmacademy.com. Alternatively, they may call the school, preferably between 8:15 a.m. and 8:30 a.m, or leave a message on the answering machine before that time. Parents will be notified if students are not in school by 9:15 a.m.

Students are not to leave the school during class hours without permission. In case of illness, a student should inform the teacher before proceeding to the office. A request to go home during the day due to illness must be approved by the student's parents or the emergency contact person.

In accordance with provincial regulations, students who will knowingly be absent from school for a period of time are expected to bring in a note indicating the nature and duration of their absence. **Holidays during regularly scheduled school days throughout the year are strongly discouraged due to the intensive nature of Chisholm Academy's school program.**

As specified by the Ministry of Education, regular attendance at school is critical for a student's learning, and frequent absences from school may jeopardize a student's success in school. At Chisholm Academy, parents will be notified if their child is absent from their classes, and in the case of frequent absences, to discuss the potential consequences of absences and steps to be taken to improve attendance. The successful completion of a course may be in jeopardy if student attendance falls below 80% of instructional time within a course.

g) Late Policy

If a student at Chisholm Academy arrives at school late, they must sign in at the office. An attendance slip is also filled in; half of this slip remains in the office and the other half is given to the teacher by the student, upon entering the class. Unforeseen circumstances can result in late arrivals; however, when lateness becomes a habitual pattern parents will be contacted, and students may be required to attend study hall to make up time or catch up on work missed from the course. On a weekly basis the Principal will review student lateness and decide on appropriate actions.

h) Inclement Weather

The safety of our students and staff is our utmost concern. Since our students travel from a large geographical area, the weather may be horrible in one area and fine in another. Please keep this in mind before you send your child to school.

Chisholm Academy will be closed:

1. If any of the following School Boards are closed: Halton, Halton Catholic, Peel, Dufferin/Peel Catholic
OR
2. If Chisholm Academy buses are cancelled.

We regret that we cannot provide support during snow days and will **not** offer virtual classes.

Decisions regarding closures and bus cancellations are posted on our website. Please check the website (*at the bottom right corner*) after 7:00 am. Parents and staff will also be notified by email once a decision has been made.

i) Uniforms

The purpose of a school uniform is to provide students with a sense of affiliation with their school and to remove extraneous sources of competition and distraction. We feel that the appearance of students is a reflection of their feelings about themselves and their school. The Academy uniform has been designed to reflect a “business casual” look. It is our aim that students are both neatly dressed and comfortable. InSchoolwear Inc supplies our uniforms. Students who require uniforms at other times may go to their shop at **505 Iroquois Shore Road, Unit 7, Oakville, Ontario L6H 2R3** (905.338-3030).

The uniform consists of:

- Black trousers (chino or khaki style only). Any pants described as jeans, athletic or athleisure wear, leggings, cargo, or yoga pants are not acceptable.
- Grey crested short or long-sleeved polo shirt
- Grey crested hoodie
- Chisholm Gym Shorts and Chisholm Gym T-shirt for Physical Education classes
- All-black shoes with black non-marking soles and black laces. Heels must be less than two inches. Coloured soles, trim, decorations, designs, or laces are not acceptable.
- Winter boots must be removed and placed in lockers.

Some Additional Information:

- The pants sold by the uniform store are a heavier material and can be very warm. Families may wish to buy some trousers made of a lighter, 100% cotton fabric for the warmer months.
- Students are free to wear whatever socks they choose, provided there are no inappropriate logos, images, motifs, etc.
- Students may receive souvenir clothing for participating in various school clubs or events, such as a drama production. These items are acceptable uniform wear, at the discretion of school administration **and can be worn on Spirit Days and on Fridays only.**

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- Students must be in a complete uniform, worn properly and modestly, from arrival time to finish time during the school day.
- All clothing items must be the original style and condition. Ripped, torn, stained, un-pressed or un-hemmed items are not permitted.
- Non-school sweaters or sweatshirts and ripped out sleeves on sweaters are not permitted in the school.
- Only a plain white, black or grey t-shirt may be worn under a school shirt or hoodie.
- Hats are to be removed upon entering the building; jackets/coats are to be left in your locker and not worn in the building.
- The waist of the dress pants is to be worn at the student's waist.
- When students must change out of uniform for a class such as gym or art, they must be in full uniform going to and from that class.
- Only students who are in complete uniform will be admitted to class.
- Students may not wear the hood from their hoodie inside the school.
- Chisholm believes that our students need to express themselves in an individual manner and we therefore have occasional "dress down" days or themed spirit wear days. Acceptable dress on these days is at the discretion of the school, and is outlined in our school uniform policy brochure.

j) Homework

The small size of the classes in the Academy and the nature of the teaching allow for the completion of a great deal of work during class time and Study Hall. Although students will not be overloaded with homework, it will be assigned to allow students to exercise and demonstrate their ability to work independently and consolidate and reinforce concepts/content taught during the school day. The school homework expectations are that **Grades 7 and 8 students will receive 3-5 hours of homework per week. Grade 9 and 10 students will receive 5-8 hours per week, and the students in Grades 11 and 12 will receive 7-10 hours per week.**

Teachers will be sensitive to student workload; if students do not complete homework or assignments by designated due dates, it may be recommended that students work on them in Study Hall, upon teacher discretion. Parents will be kept informed if homework is consistently incomplete or tardy.

Study Hall is intended as a help and support for students in all grades.

Although parents are encouraged to show an interest in their child's homework and may provide some guidance, **we ask that students be given the opportunity to do most of the work on their own.** Any lack of understanding of concepts or assignments, or struggles with work, should be reported to the teacher.

Students are encouraged to review their notes in each subject every evening. In some subjects this review may require only 5 or 10 minutes; however, other subjects will require more time.

Homework for Chisholm students is posted daily on the teacher's Google Classroom site. Students and parents can access homework from the Google Classroom links.

k) Student Daily Planner

Chisholm Academy provides students with Google Classroom and Google Calendar. Students are encouraged to use these tools to record and manage their school work.

l) Lockers and Locks

Students will be assigned a locker and are provided with a school lock at the start of the school year. For new students, this will occur on Orientation Day. All other students will be assigned their lockers and locks on the first day of classes. If a student prefers to use their own lock, the access code must be provided to the office. For a keyed lock, the office must be provided with a spare key.

m) Technology

All students at Chisholm Academy will be provided with a Chromebook, charger and protective case on the first day of school, during their first period class. These items are the property of the school and should be used responsibly. The loss and replacement of any of these items is the responsibility of the student/parent. Students will also be instructed on the safe use of technology and the Internet.

n) Remedial Support

The small class size at Chisholm Academy will allow staff to be sensitive to the learning styles of our students in their classroom teaching methods. While teaching the required course content, our staff will also provide whatever remediation is possible within the context of the curriculum.

o) Health and First Aid

A number of Chisholm Academy staff are trained in first aid and are available during the day for minor accidents and health concerns. Students who become ill during the day are to inform their teacher and then to report to the Academy office. Students will be made comfortable and their parents or emergency contact person will be called. Students will not be sent home unless parents have so requested. In the case of serious illness or accident during the school day or on school outings, the Chisholm staff will enact measures to have the student seen at the emergency department of the nearest hospital.

p) Medication

Students requiring medication are asked to complete the Request to Administer Prescribed Routine Medication form and provide the medication in the original container. If medication is necessary for emergency use only one day's supply of drugs should be provided. The student may ask to leave the container at the office until he/she is required to take the medication.

Part One: School Policies and Program Requirements

1. THE LEARNING ENVIRONMENT:

1.1 Healthy, Safe and Accepting Schools

Chisholm Academy actively promotes and supports positive student behaviour, relationships, and healthy living through a whole-school approach and fosters a positive school climate in which all members of the school community feel safe, comfortable, and accepted.

1.1.1 Daily Physical Activity (DPA)

All elementary students at Chisholm Academy have a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time. (This requirement is included as an expectation in the elementary health and physical education curriculum). The goal of daily physical activity (DPA) is to enable all elementary students to improve or maintain their physical fitness and their overall health and wellness, and to enhance their learning opportunities. At Chisholm Academy, students participate in daily physical activities both during their daily recess break and through their Physical Education classes.

1.1.2 School Nutrition Policy

In order to support healthy eating and nutrition habits, Chisholm Academy provides students with nutrition workshops starting in Grade 7, and all students are required to take a compulsory Grade 12 Food and Nutrition Course to prepare them for their post-secondary endeavours.

1.1.3 Allergies, Asthma, Concussions and other Medical Conditions

Chisholm Academy requires that all parents/guardians notify the school upon registration of any medical needs of their child. The school communicates and in-services staff on anaphylaxis, asthma, concussions and other medical conditions. Parents are requested to provide the office with their child's medication and other medical devices, such as EpiPens, in case of an emergency. Chisholm is a "nut-sensitive" school.

1.1.4 Code of Conduct

Chisholm Academy's Code of Conduct sets clear standards of behaviour that apply to all members of the school community while on school property, on school buses, at school-related events or activities, and in other circumstances which have an impact on the school climate. Chisholm's Academy's Code of Conduct is consistent with the provincial Code of Conduct (PPM No. 128), which promotes respect and safety within the learning and teaching environments and sets clear standards of behaviour.

PPM No. 128, "The Provincial Code of Conduct and School Board Codes of Conduct" (December 5, 2012)
www.edu.gov.on.ca/extra/eng/ppm/128.pdf

Our primary goal in establishing a Code of Conduct is to foster a respectful, safe environment where each student is valued for his or her individual differences and learns to value all other individuals in the school community. We expect that all of our students will attempt to demonstrate a positive attitude and good judgment so that everyone at Chisholm Academy can look forward to a rewarding school experience.

The staff at Chisholm Academy will attempt to assist each student in the development of self-discipline. All attempts will be made to help students take responsibility for their own behaviour. In the event that a

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student and the staff are unable to ameliorate a behavioural issue, the student's parents will be invited for their input at the discretion of the administrative staff of Chisholm Academy. Students who are unable to conform to the Code of Conduct may be suspended, placed on a probationary contract or expelled. The following rules are outlined to ensure the comfort of all students:

1. Students will treat each other and the staff with respect, showing tolerance and acceptance of others. Students will not interfere with the ability of others to benefit from the school environment or negatively influence others' attitudes or efforts.
2. Students will abide by the Code of Conduct established by each teacher to ensure the smooth functioning of the class.
3. Physical, verbal or sexual harassment of, and discrimination towards, students or staff will not be tolerated in order to provide an environment in which all individuals are treated with respect and dignity. It is the expectation that all such incidences will be reported to a school official.
4. Students will use language appropriate to a positive learning environment. Profanity is unacceptable.
5. Students must arrive on time in the morning and after lunch break and return promptly from breaks so that classes may begin on time and other students' learning is not interrupted.
6. Students will respect school property.
7. There will be **no smoking (or vaping)** on school property or in view of the school, or on neighbouring properties. Cigarettes or vapes found on school property will be confiscated.
8. Students are not permitted to leave school property between morning classes and afternoon classes.
9. **Cell phones and other smart devices (including wireless earbuds) are to be switched off and placed in lockers during class time, but can be used during the lunch hour or for school sanctioned activities approved by administration.** These devices will be collected by staff if seen/used during class time.
10. **Electronic equipment may not be brought into the classroom or on school outings.** They may be stored (turned off) in lockers or preferably left at home. The school cannot assume responsibility for the loss of or damage to these, or other personal items.
11. Food and drinks may be consumed only in designated areas. No food or drink (other than bottled water) may be consumed in classrooms or corridors.
12. Students must be in uniform on all school days or on school outings and at special functions, unless otherwise specified.

13. Students may bring bicycles to school; however, they must be walked on school property. Bikes should have a durable locking mechanism for protection. The school cannot guarantee the security of bicycles.
14. Rollerblades, roller shoes and skateboards are not permitted at school.
15. Students are expected to enter the school and proceed to their lockers or classroom in a responsible manner. Corridor conversations should be conducted quietly. Hallways should be kept clean and tidy.
16. **General Expectations:**
 - No hats in the halls or classrooms
 - No food or drink is permitted in the Academy bell entrance area
 - No food or drinks (other than bottled water) in the Academy halls or classrooms
 - Do not keep open drinks in lockers
 - Do not chew gum during class
 - Backpacks cannot be brought into the classroom
 - Pick up after yourself; use the garbage cans
 - Tidy your work area and classroom when leaving, and place chairs at desk
 - Keep your locker clean and do not store lunches and snacks beyond one day
 - Keep your locker locked with a school lock only
 - Do not leave your valuables in unlocked areas
 - When Chromebooks are not being used, put them in your locker or backpack
 - Electronic devices (e.g. Ipods, cell phones, wireless earbuds) are not permitted in class
 - Cell phones must be turned off and kept in lockers, or they will be confiscated
 - The staff room and teacher preparation areas are out of bounds for students
 - Students must be quiet in the office area
17. Be punctual for all classes.
18. All students must obey the laws of Ontario and Canada regarding violence and the possession or use of weapons, drugs, alcohol, tobacco and vapes, which will not be tolerated on school property. This includes being under the influence of alcohol or drugs during the school day, at school or off property.

1.1.5 Code of Behaviour for Acceptable Use of the Internet:

The staff of Chisholm Academy will provide students access to information on the Internet as part of the instructional process. Student will be instructed in the appropriate use of this technology and are expected to abide by the Code of Behaviour for Acceptable Use of the Internet.

It is the responsibility of the student:

- when sending messages or information on the Internet, to communicate in a courteous manner
- that the system be used in accordance with the law;
- that no e-mail accounts will be opened, unless required by the course instructor;
- that information for personal use (e.g., MP3's, videos, pictures) not be downloaded
- be responsible about communicating with teachers via e-mail

Students will **not**:

- send or receive offensive verbal or pictorial material (e.g., abusive, obscene, racist, sexually-oriented, sexist, or illegal) from any source
- transmit or download software or material that is in violation of copyright laws;
- download or transmit any software (e.g., computer viruses) for the purpose of damaging any computer system or files
- maliciously attempt to interfere with the work or data of any person
- send messages that are attributed to another individual
- access personal e-mail accounts
- damage hardware, remove parts, relocate keys
- utilize proxy sites to circumscribe the Chisholm internet firewall

Failure to abide by these rules will result in parental contact, potential loss of Chromebook privileges for a period of time, and possible suspension from school.

1.1.6 E-Mail Guidelines for Parent-Teacher Communication

Chisholm Academy provides e-mail as one alternative for parents to communicate with the Academy. We also encourage communication between teachers, parents and students through Google Classroom. Communication is fundamental to ensure a positive environment for our students. Personal and telephone contact is our preferred style for discussions or issues but e-mail is an effective tool for brief questions or comments. Please note also that staff is not permitted to communicate with students or parents through social media such as Facebook.

Please keep your emails brief and make an effort to limit them to issues such as:

- General information about class activities, e.g. curriculum, homework, tests, special events.
- Distribution of information regarding course events, assignments, and projects.
- Arrangement for a meeting and/or a telephone call.
- Follow-up on an issue that has previously been discussed.

Serious concerns should be brought to the attention of the school administration so that a face-to-face, in-depth discussion can take place.

1.1.7 Progressive Discipline and Promoting Positive Student Behaviour

Chisholm Academy uses a progressive discipline approach to dealing with inappropriate student behaviour. The approach utilizes a continuum of interventions, supports, and consequences to reinforce positive behaviour while helping students make good choices. A progressive discipline approach includes the use of early and ongoing intervention strategies to address inappropriate behaviour promptly and consistently, including student conferencing and warnings, restorative practices, active parental engagement, detentions, suspensions and possible expulsions. School supports are offered through consultations with our Child and Youth Worker, Administration and Guidance. Through the use of a progressive discipline approach, students are given opportunities to learn from the choices they make. Chisholm Academy's progressive discipline policy follows guidelines outlined in PPM No. 145.

PPM No. 145, "Progressive Discipline and Promoting Positive Student Behaviour" (December 5, 2012)

www.edu.gov.on.ca/extra/eng/ppm/145.pdf

1.1.8 Bullying Prevention and Intervention

Chisholm Academy's bullying prevention and intervention policies provide students with an opportunity to learn and develop in a safe, inclusive, and accepting school climate that supports social and academic achievement for all students, and assists them in reaching their full potential. Programs, interventions and other supports are provided to students who have been bullied, have witnessed incidents of bullying and who have engaged in bullying, in accordance with PPM No. 144.

PPM No. 144, "Bullying Prevention and Intervention" (December 5, 2012)
www.edu.gov.on.ca/extra/eng/ppm/144.pdf

1.1.9 Programs for Students on Long-Term Suspension and Expelled Students

Chisholm Academy provides programming for students who are on long-term suspension so that these students have the opportunity to continue their education. Programming may include student access to instruction through Google Classroom while removed from the classroom, and/or individualized instruction may be established. If a student has been expelled, Chisholm Academy makes every attempt to assist families in finding other suitable school options. PPM Nos. 141 and 142 outline resources that are dedicated to programs for students on long-term suspension or expulsion.

PPM No. 141, "School Board Programs for Students on Long-term Suspension" (December 5, 2012)
www.edu.gov.on.ca/extra/eng/ppm/141.pdf *PPM No. 142, "School Board Programs for Expelled Students" (December 5, 2012)*

1.1.10 Provincial Model for a Local Police/School Protocol

Chisholm Academy follows local police/school protocols to preserve and promote school safety. The school will notify police of school-related occurrences, and will work together with our police liaison officer to develop and maintain lockdown procedures and bomb threat procedures.

Provincial Model for a Local Police/School Board Protocol 2015 Provincial Model for a Local Police/School Board Protocol (2015) www.edu.gov.on.ca/eng/document/brochure/protocol/locprote.pdf

1.1.11 Reporting Violent Incidents to the Ministry of Education

All schools are required to report violent incidents to the Ministry of Education, as defined in PPM No. 120, and to notify police of school related incidents. Chisholm Academy enforces the necessary supervision and safety protocols to ensure that violent incidents do not occur on school premises.

PPM No. 120, "Reporting Violent Incidents to the Ministry of Education" (May 16, 2011)
www.edu.gov.on.ca/extra/eng/ppm/ppm120.pdf

Education Act, R.S.O. 1990, Chapter E.2, Part XIII: Behaviour, Discipline and Safety
www.ontario.ca/laws/statute/90e02#BK546 *O. Reg. 472/07, "Behaviour, Discipline and Safety of Pupils"*
www.ontario.ca/laws/regulation/070472

1.2 Environmental Education

Chisholm Academy attempts to implement programs and curriculum initiatives to deepen and broaden student learning about the environment, and will put environmentally responsible practices in place. The document *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools*, is a useful resource which offers schools an approach to environmental education that recognizes the needs of all.

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools (2009) www.edu.gov.on.ca/eng/teachers/enviroed/ShapeTomorrow.pdf Main page on the ministry website: www.edu.gov.on.ca/eng/teachers/enviroed/education.html

1.3 Equity and Inclusive Education

Chisholm Academy values an equitable and inclusive education system, by focusing on respect for all school members, recognizing diversity and promoting inclusivity, to support the academic success of all students and provide a caring learning environment.

Chisholm Academy aims to provide its students and staff with opportunities to learn about diverse histories, cultures, and perspectives and enable students to see themselves represented in the learning programs and culture of the school. Students are assisted in feeling engaged in and empowered by what they are learning, supported by school staff, and welcomed in their learning environment.

PPM No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools” (April 22, 2013) www.edu.gov.on.ca/extra/eng/ppm/119.pdf

Realizing the Promise of Diversity: Ontario’s Equity and Inclusive Education Strategy (2009) www.edu.gov.on.ca/eng/policyfunding/equity.pdf

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation (2014) www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf Main page on the ministry website: www.edu.gov.on.ca/eng/policyfunding/equity.html

1.3.1 Parent Engagement

At Chisholm Academy, parents are welcomed and respected, and opportunities are provided to support parent engagement, as set out in Ontario’s parent engagement policy, *Parents in Partnership: A Parent Engagement Policy for Ontario Schools*.

Parents in Partnership: A Parent Engagement Policy for Ontario Schools (2010) www.edu.gov.on.ca/eng/parents/involvement/PE_Policy2010.pdf Main page on the ministry website: www.edu.gov.on.ca/eng/parents/policy.html

1.3.1.1 School Councils and Parent Involvement Committees (PICs)

Chisholm Academy further promotes equity and inclusivity by welcoming parents to become engaged in the Chisholm Academy Parent Council to improve student achievement, organize events to further inform and involve Chisholm Academy parents, and support school development initiatives. This is in accordance with Ontario Regulation 612/00, School Councils and Parent Involvement Committees (PICs).

Ontario Regulation 612/00, “School Councils and Parent Involvement Committees” www.ontario.ca/laws/regulation/000612

1.3.2 Student Voice

At Chisholm Academy, students are encouraged to express their points of view about school related matters by engaging in various school clubs, in order to strengthen student engagement and contribute to the learning community. This also acts to build equity and inclusivity within the school community.

1.4 Indigenous Education

Chisholm Academy strives to ensure that all students have a knowledge and appreciation of First Nation, Métis, and Inuit cultures, histories, traditions and perspectives, by including learning across all disciplines on Indigenous peoples and their contributions to Canadian society. More information on the various curriculum opportunities can be found in the Ministry documents: The Ontario First Nation, Métis, and Inuit Education Policy Framework (2007) and the Ontario First Nation, Métis, and Inuit Education Policy Framework Implementation Plan (2014).

Ontario First Nation, Métis, and Inuit Education Policy Framework Implementation Plan (2014)
www.edu.gov.on.ca/eng/aboriginal/OFNImplementationPlan.pdf

Ontario First Nation, Métis, and Inuit Education Policy Framework (2007)
www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf Main page on the ministry website:
www.edu.gov.on.ca/eng/aboriginal/policy.html

1.5 Financial Literacy Education

The students at Chisholm Academy are exposed to financial literacy education through several compulsory courses, from Grade 7-12. In doing so, our students learn about saving, spending, borrowing and investing in order to develop daily living skills and make wise financial choices. The vision of financial literacy education is set out in the document *A Sound Investment: Financial Literacy Education in Ontario Schools*.

A Sound Investment: Financial Literacy Education in Ontario Schools (2010)
www.edu.gov.on.ca/eng/Financial_Literacy_Eng.pdf Main page on the ministry website:
www.edu.gov.on.ca/eng/surveyliteracy.html

1.6 Collaborative Professionalism

The staff at Chisholm Academy strive to achieve collaborative professionalism by working together and sharing knowledge, skills and experience to improve student achievement and the well-being of our staff and students. By developing leadership capacity, valuing all perspectives and roles, and promoting professional learning, Chisholm Academy is committed to creating optimal learning and working conditions for all staff and students.

PPM No. 159, "Collaborative Professionalism" (May 31, 2016)
www.edu.gov.on.ca/extra/eng/ppm/ppm159.pdf

2. LEARNING PROGRAMS:

2.1 The Core Day Program

Chisholm Academy is a Senior Elementary and Secondary Private School for Grades 7-12 students, offering a full range of courses leading to post-secondary education, rigorous academics, small class sizes, individualized programming, and extensive educational support. Chisholm Academy assists students who struggle with learning disabilities or other impediments to achieve academic success, and an Individual Education Plan (IEP) is written for each student.

2.2 The Ontario Curriculum, Grades 1 to 12

Chisholm Academy follows the Ontario Ministry of Education Curriculum Guidelines for Grades 7-12.

In Grades 7 and 8, all subjects follow the Ontario Ministry of Education Guidelines, including curriculum expectations and assessment, evaluation and reporting principles. The subjects provided include English, mathematics, science and technology, history, geography, art, drama, and health and physical education. Students are also provided with a Guidance and Social Skills course, to assist them in developing personal and interpersonal skills, effective organizational and study strategies and explore career opportunities. Grades 7-8 students at Chisholm Academy are exempt from French instruction.

An Individual Education Plan (IEP) is designed for each student to reflect their personal learning style. Our program has a special education focus, and incorporates a variety of teaching strategies and accommodations, as well as remediation in the areas of reading, writing and mathematics, as required by each student. Students are also instructed on the use of computer and assistive technology.

In Grade 9, the Ontario Curriculum provides for courses in the academic, de-streamed, open or essential level. Grade 9 Mathematics and Science are offered in either the de-streamed or essential levels, and both English and Geography are offered in the academic or essential levels. In Grade 10, the Ontario curriculum provides for courses in the academic, applied, open and essential level.

In the academic stream, the essential concepts of a subject are learned and related material explored as well. Although knowledge and skills in the subject will be developed through both theory and practical applications, the emphasis will be on theory and abstract thinking as a basis for future learning and problem solving.

The applied stream covers the essential concepts of a subject. Knowledge and skills will be developed through both theory and practical applications, but the focus will be on practical application. In applied courses, familiar, real-life situations are used to illustrate ideas, and more opportunities will be given to experience hands-on applications of the concepts studied.

Open courses in Grades 9 and 10 have one set of expectations for all students in the subject being taken. For example, all students take the same Health and Physical Education courses.

Essential level Locally Developed Compulsory Courses are designed to meet the educational needs of students not met by provincial curriculum. These courses provide concept continuity for students who may have gaps in their learning; and provide essential skills in literacy and mathematical literacy. These courses are designed as an important component of a program pathway through Grades 9 and 10 for some students to achieve a graduation diploma and to lead to the corresponding Grade 11 and 12 workplace courses.

For Grades 11 and 12, courses will be divided into four streams: university, university/college, college and workplace courses. Students can choose courses best suited to their vocational and post-secondary goals.

2.2.1 Textbooks, Supplementary Resources and Classroom Materials

At Chisholm Academy, a variety of resources are used for each course, including a course textbook and other supplementary resources. Textbooks are selected from the Trillium List, to ensure that they conform to ministry standards. Students purchase the required textbooks from The Canadian School Book Exchange, www.csbe.net. Other school materials such as calculators, binders, dividers, paper, pens and pencils should be brought to school by the student. Digital copies of textbooks may be available from publishers. If this is more appropriate for a student, parents may order in lieu of a hard copy, or work with publisher and school to obtain a digital copy to support student accommodations.

The Trillium List: www.trilliumlist.ca

2.3 Assessment, Evaluation, and Reporting

Assessment and evaluation practices follow the guidelines outlined in the document *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010*. The primary purpose of assessment and evaluation is to improve student learning. Assessment is used to guide the instruction and provide feedback to help teachers meet student learning needs. Evidence of student achievement for evaluation is collected from three different sources – observations, conversations, and student products. Students are evaluated using such methods as short term tests, essays, projects, presentations, and other methods suitable for the particular subject being taught. All assignments will be given a specific due date and students will be given assistance in establishing a schedule which will allow them to complete the assignment on time. Parents will be contacted as soon as an assignment is late so that they may be involved in working with the student and teacher to ensure that the assignment is completed. Chisholm Academy has established a school policy for late and/or missing assignments. Make-up evaluations will be granted for legitimate student absences.

In Grades 7 and 8, students will receive information in each of their subjects, on the specific components of evaluation and their relative value in the calculation of the final grade. Grades 7-8 students are not required to write final examinations. Student achievement is reported on their report card using percentage marks, if the mark is above 50%. The code “R” will be used if the mark is below 50%. Attendance, learning skills and work habits will be evaluated separately for each course. Percentage grades will be based on the four achievement levels shown in the achievement chart for every discipline.

In Grades 9-12, students will receive information in each of their courses, on the specific components of evaluation in their Term Work Component and the relative value in the calculations as they comprise 70% of the final grade. Final evaluations are held in all courses towards the end of each semester. The final evaluation of learning represents 30% of the final grade. This final evaluation will be comprised of a Cumulative Performance Task(s) and a formal exam. Students may not be excused from final evaluations for family holidays or early employment. A note from the doctor must be presented for absence from a final evaluation. A credit is granted in recognition of the successful completion of 110 hours of instruction and a final evaluation. A mark of at least 50% is required to pass a High School course and receive a credit. Those who receive less than 50% in a compulsory course must retake the course before moving on to the next level of that course. In considering the repetition of failed optional courses, students must refer to the diploma requirements and prerequisites for the courses to be taken in the following year.

All students in Grades 7-12 will receive a report card. The percentage grade achieved on the report card will be based on the four achievement levels shown in the achievement chart for every discipline. Attendance and learning skills are also included for each course.

There are two formal reporting periods. A midterm report is provided midway through a course, (or following 55 hours of instruction for High School courses), and a final report will be sent home at the end of a course. In addition, a progress report will be sent home after the first five weeks of beginning courses, to show the student's development of the learning skills and work habits and the progress they are making towards achievement of the curriculum expectations. Academy teachers will communicate regularly with parents if they have concerns about a student who is experiencing difficulty either academically or socially. Parent teacher interviews to discuss academic progress will be scheduled in November and April.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 (2010) www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf Growing Success

2.3.1 School Policy for Late and/or Missing Assignments

To ensure consistency between all staff at Chisholm Academy, and according to the Ministry of Education; Growing Success (2010) document, the following expectations and responsibilities should be followed:

Teachers are expected to:

- help students work to their full potential and develop a sense of worth
- communicate regularly and meaningfully with parents
- use professional judgement when assessing and evaluating student progress and achievement
- discuss with students late and missed assignment guidelines and procedures
- return student work in a timely manner to provide feedback and promote growth and learning
- use a variety of strategies to help prevent and/or address late and missing assignments.

Students should understand that:

- they must take responsibility for their own learning, including time management and organization
- they must provide evidence of their achievement of the overall expectations within the time frame specified by the teacher; student work should not be submitted late
- all assessment and evaluation activities must be submitted on the assigned date unless the teacher has agreed to an alternative date prior to the final submission date
- some deadlines are absolute, as teachers need to report on student progress by a given date(reporting periods)
- failure to submit an assignment may ultimately result in a mark of zero being assigned if there is insufficient evidence of achievement
- a record of lateness will be kept and reported as part of the Student's Learning Skills and this will be reflected on the student's final report card.

Parents should understand that:

- students must assume responsibility for their own learning
- certain deadlines are absolute due to professional responsibilities and timelines and, therefore, failure to submit an assignment may result in a mark of "zero" being recorded if there is insufficient evidence of achievement.
- assistance is available for students who experience difficulty with any concepts or skills.
- planned absences **must** be reported to the school office, administration and teachers, well in advance of the students' absence

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Tests:

1. It is expected that students are present for all test dates.
2. If a student is absent for a test, the student **may** write an alternate test on the day he or she returns to school (teacher's discretion).
3. If a student is "truant" for a test they will be referred to administration. The infraction is documented by the teacher who also contacts the parent/guardian. The student **may** write an alternate test at the teacher's discretion.
4. In the case of culminating performance tasks or exams, a doctor's note must be provided to receive accommodations.

Assignments:

1. If a student has a non-school related absence on the day an assignment is due, he/she must make all attempts to submit through Google Classroom on time. If this is not possible he/she must submit the assignment directly to the teacher on their first day back at school or at the discretion of the teacher.
2. Should there be extenuating circumstances (ie. long term illness, funeral, etc.) the student's parent/guardian must notify the school and/or teacher to make alternative arrangements.

Academic Dishonesty:

Plagiarism is academic dishonesty. Students are expected to reference their sources properly as failure to do so will result either in the assignment being redone properly or having a mark of zero assigned. The administration must be informed of plagiarism for summative and cumulative assessment pieces. Cheating on an evaluation is also academic dishonesty, and will result in an assigned mark of zero on the evaluation; it may also be documented in the student's OSR.

2.4 The Guidance and Career Education Program

At Chisholm Academy, a guidance and career education program is implemented for students in Grades 7-12, to assist them in acquiring the knowledge and skills required to learn effectively, work cooperatively with others, and set and pursue education and career goals.

In Grades 7-8, students participate in a Guidance and Social Skills course, which provides curriculum on organization and study skills, executive functioning skills, social skills development, and exploring goals, interests and career opportunities. In Grades 9-12, students receive compulsory credits in Grade 9 Learning Strategies, Grade 10 Careers, and Grade 11 Designing Your Future. Students also have the option of participating in a Co-operative Education program during Grade 12. Under the direction of our Guidance Counsellor, students are also assisted in exploring and applying to post-secondary programs.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 (2010)

Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12 (2013)

2.4.1 The Education and Career/Life Planning Program

As specified in *Creating Pathways to Success*, Grade 7-12 students at Chisholm Academy utilize a career/life planning program to help them achieve their personal goals and contribute to society. Through the use of the web-based program “*My Blueprint*”, students complete an Individual Pathways Plan (IPP) built on four areas of learning – Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, and Achieving Goals and Making Transitions. Students prepare to transition from elementary to secondary school, Grade 10 to Grade 11, and secondary school to postsecondary options.

Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12 (2013)

www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf

2.5 Additional Programs and Program Considerations

2.5.1 Combined Classes (Multigrade, Multitype)

At Chisholm Academy, it may be necessary at times to combine classes from either two grade levels or two courses. In such combined classes, the expectations and the assessment and evaluation procedures for each grade or type of course are clearly outlined.

2.5.2 Promotion from Grade 8 to Grade 9

Students at Chisholm Academy, who have successfully completed Grade 8, will be promoted to Grade 9. Chisholm Academy does not provide the opportunity for Grade 8 students to “reach ahead” to take Grade 9 courses prior to entering secondary school. However, students in Grade 8 can begin earning community involvement hours during the summer prior to entering Grade 9.

Education Act, R.S.O. 1990, Chapter E.2, Part II, subsection 41 (1) 2.5.2.1 Reach-Ahead Opportunities for Elementary School Students

2.5.3 International Language Programs for Elementary School Students

If a student at Chisholm Academy wishes to complete an international language course, they may do so on an individual basis, if the course can be offered.

2.6 Languages of Instruction, and Programming

Chisholm Academy focuses on ensuring academic success for students with learning challenges. Although English and French are the two official languages of Canada, students at Chisholm Academy receive instruction only in English and are exempt from French. Grade 9 students are provided with Learning Strategies as a Compulsory Course substitution for French.

2.6.1 English-Language Schools

Chisholm Academy is an English-language school, and English is therefore a required subject. Elementary students are taught English in Grades 7 and 8, and High School students are required to complete four credits in English (one for each grade), in addition to meeting the provincial secondary school literacy graduation requirement. For English language learners, Chisholm Academy will offer programs and courses to help them develop proficiency in the English language.

3. SUPPORTING DIVERSE LEARNERS:

3.1 English Language Learners (ELLs)

English language learners are students whose first language is a language other than English, and who may require focused educational supports to assist them in attaining proficiency in English. Chisholm Academy ensures that programs and supports are in place for ELLs, as they develop proficiency in English. Learning opportunities are integrated into the curriculum in all subject areas, and instructional programs are adapted to address students' different levels of proficiency in English. In Grade 7 and 8, the English language learner will be placed in an age-appropriate group. In Grades 9-12, the ELL is placed in an appropriate grade-level or subject-specific classroom based on their overall abilities. Modifications, accommodations, individualized instruction or a Teaching Assistant may be arranged, if necessary.

English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12.

3.1.1 English as a Second Language (ESL) and English Literacy Development (ELD)

At Chisholm Academy, English as a second language (ESL) courses can be provided to help English language learners develop English proficiency so that they can succeed in their courses. English literacy development (ELD) courses can be provided to students who had limited access to education prior to attending Chisholm Academy, in order to accelerate their literacy instruction and give them the foundation needed for further study. A High School student at Chisholm Academy may be given credit for a maximum of 3 ESL/ELD credits towards the 4 compulsory English credits required for graduation. The remaining compulsory English credit(s) must be earned at the Grade 12 level.

The Ontario Curriculum, Grades 9 to 12: English as a Second Language and English Literacy Development (2007) www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf

3.2 Students Deemed to Be at Risk

3.2.1 Students Deemed to Be at Risk in Secondary School

Chisholm Academy ensures that the necessary supports are in place to assist students who are struggling with their courses and are at risk of not graduating. A Student Success team, including administration, guidance, special education, classroom teachers and/or the child and youth worker, may work together to monitor and track a student's progress, provide direct support for differentiated instruction to meet their learning needs, ensure that the student is engaged in their own learning, support the student in their education and career planning, support classroom efforts to improve academic outcomes for a struggling student, and work with parents to support the student's overall success.

3.2.2 Transition from Grade 8 to Grade 9

Chisholm Academy implements a variety of strategies and programs to promote a smooth transition for students from Grade 8 to Grade 9. Individual Education Plans (IEPs) are created for every student at Chisholm, in order to share student information with appropriate staff, and highlight each student's strengths and interests, as well as their learning, social and emotional needs.

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New students attend an orientation to learn about Chisholm's High School program, prior to entering Grade 9. For returning students, programs are implemented in Grade 8 to further develop their social skills, organizational and study skills, and to provide education and career planning, in preparation for High School. Student and parent information sessions are provided to inform students of the Ontario Secondary School Diploma (OSSD) requirements, secondary school streams and courses, community involvement and the Ontario Secondary School Literacy Test (OSSLT) requirements. Returning students also meet with student mentors to learn about entering High School, from a student's perspective.

New and returning students will receive course selection packages, prior to entering Grade 9. These packages contain course option sheets, and information about all possible courses and streams.

All Grade 9 students are provided with individualized timetabling and appropriate supports, to address their learning challenges. Grade 9 students are exempt from French, and are provided with Grade 9 Learning Strategies as a compulsory course substitution. Students are assisted in choosing the appropriate stream, which may include De-streamed, Academic or Essential level courses. To further build students' literacy skills, in preparation for High School English courses and the OSSLT, students receive a mandatory Literacy course during first semester in Grade 9. Students may also receive support from a Teacher Assistant, if required. Student progress is monitored regularly by the Student Success team.

Creating Pathways to Success – An Education and Career/Life Planning Program for Ontario Schools, Kindergarten to Grade 12 (2013)

www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf

3.2.3 Alternative Learning Options

For students who are unable to complete a full course load, alternative learning options can be arranged. Students may be provided with a reduced course load. Alternatively, students can be scheduled to complete individualized courses (in a small group setting of 3 students or less), in order to meet their educational needs and provide more support.

As mandated by the Education Act, a student who does not successfully complete Grade 8 and is not promoted from elementary school may still apply for admission to a secondary school. At Chisholm Academy, the student may be admitted to Grade 9 for an alternative program, which may include a reduced course load, a remedial program, TA support in each course, or individualized courses. The courses selected will be placed in a stream that the student is deemed capable of undertaking.

3.3 Students with Special Education Needs

Chisholm Academy specializes in assisting students with special education needs, including students with learning disabilities, intellectual disabilities, attentional disorders, anxiety, or depression. An individual Education Plan (IEP) is developed for each student upon acceptance at Chisholm Academy, and is based on information collected from psychoeducational assessments, report cards and previous IEPs. A student's IEP is then reviewed and maintained by staff annually.

Special Education in Ontario, Kindergarten to Grade 12 – Policy and Resource Guide (2017)

http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

Main page on the ministry website:

www.edu.gov.on.ca/eng/teachers/speced.html

3.3.1 Accommodations and Modifications

At Chisholm Academy, students with special education needs are assisted in achieving the Ontario curriculum expectations, by providing them with the necessary accommodations and/or modifications to the curriculum expectations. The appropriate accommodations, which are specific teaching strategies and the use of assistive technology, are provided to students to enable them to better access the curriculum. Modifications, which are changes made to the grade-level expectations for a subject or course, can be made at the elementary level, if necessary, in order to meet a student's learning needs. At the secondary level, the principal will determine if course expectations can be modified slightly and if this will still enable a student to achieve successful completion of a credit course. Alternatively, a student will be scheduled in a more suitable stream.

3.3.2 The Individual Education Plan (IEP)

At Chisholm Academy, all students are provided with an Individual Education Plan (IEP) in order to identify their strengths, areas of need, appropriate accommodations and/or modifications, instructional and assessment strategies, and their specific learning expectations. Chisholm staff review and update student IEPs on a regular basis to ensure they accurately reflect students' current profiles.

Special Education in Ontario, Kindergarten to Grade 12 – Policy and Resource Guide (2017)

http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

3.3.3 Supporting Students with Learning Disabilities

Chisholm Academy specializes in supporting all students with their learning needs, based on an assessment of their strengths and needs. Chisholm provides a nurturing environment, with small class sizes, significant teacher support, and appropriate accommodations and/or modifications. A variety of supports are available to students to ensure their academic success, including assistive technology, TA support, individualized classes, reduced course loads, placement options, and consultations with Chisholm's Guidance Department. For students experiencing socioemotional difficulties, support can be provided by our Child and Youth Worker, Guidance Counsellor and/or Administrators, and counselling sessions and Social Skills or Anxiety groups can be arranged with our psychology staff.

PPM No. 8, "Identification of and Program Planning for Students with Learning Disabilities" (August 26, 2014) www.edu.gov.on.ca/extra/eng/ppm/ppm8.pdf

3.3.4 Supporting Students with Autism Spectrum Disorder (ASD)

Chisholm Academy may accept students who have been diagnosed with a mild to moderate form of Autism Spectrum Disorder (ASD). The school may use a variety of strategies to build positive behaviours, as deemed necessary by the students' Individual Education Plans. These may include CYW Support, school activities aimed at building social skills, and/or applied behaviour analysis (ABA) methods, where appropriate. Chisholm Academy also ensures that the necessary strategies are in place to assist students with ASD with transitions during the school day.

PPM No. 140, "Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorder (ASD)" (May 17, 2007)

www.edu.gov.on.ca/extra/eng/ppm/140.html

3.3.5 Transition Planning for Students with Special Education Needs

Students experience many transitions in the school setting; upon entry into school, between activities and classes, between grades, from elementary to secondary school, and from secondary school to post-secondary pathways. Students with learning challenges require specific support in managing these transitions. At Chisholm Academy, all students, regardless of their diagnosis, are provided with an IEP and are supported in making transitions through the implementation of specific accommodations and strategies, Individual Pathway Plans, and other programs.

PPM No. 156, "Supporting Transitions for Students with Special Education Needs" (2014)

Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12 (2013)

www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf

3.4 Provincial and Demonstration Schools

Provincial Schools and Demonstration Schools are operated by the Ministry of Education for students who are Deaf, blind, deafblind, or who have severe learning disabilities. This information does not pertain to Chisholm Academy, which is a private school. Students with learning disabilities and other learning challenges can apply to Chisholm Academy, and their application is reviewed by our Admissions Committee, to ensure they are eligible for admission.

Ministry website for Provincial Schools and Demonstration Schools:

www.psbnet.ca/eng/index.html

Regulation 296, "Ontario Schools for the Blind and the Deaf", R.R.O. 1990

www.ontario.ca/laws/regulation/900296

3.5 Education Programs for Students in Care and/or Treatment, Custody, and Correctional (CTCC) Facilities

As a private school, Chisholm Academy does not operate education programs for students in Government approved care and/or treatment, custody, and correctional (CTCC) facilities. If a student who has been accepted at Chisholm requires medical or psychiatric care for a short period of time, the school will provide the treatment facility with information pertaining to the student's school work, to ensure that the student's education is not interrupted. Transition meetings are also arranged to ensure a smooth transition for the student back into Chisholm Academy's school environment.

PPM No. 156, "Supporting Transitions for Students with Special Education Needs" (2014)

Guidelines for Educational Programs for Students in Government Approved Care and/or Treatment, Custody and Correctional (CTCC) Facilities (2016–17)

<https://efis.fma.csc.gov.on.ca/faab/Section%2023.htm>

4. STUDENT RECORDS, ATTENDANCE, AND TRANSFERS:

4.1 Student Records

4.1.1 The Ontario Student Record (OSR)

As mandated by the Ministry of Education, Chisholm Academy maintains an Ontario Student Record (OSR) for each of its students, in order to record the student's educational progress while enrolled in an Ontario school. Each student's Ontario Student Record (OSR) is established, maintained, retained, transferred and disposed of, and policies are established to regulate the components of the OSR and access to the OSR, as set out by *The Ontario Student Record (OSR) Guideline (2000)*.

The Ontario Student Record (OSR) Guideline (2000)

www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf

Education Act, R.S.O. 1990, Chapter E.2, Section 266: Pupil Records

www.ontario.ca/laws/statute/90e02#BK438

4.1.2 The Ontario Student Transcript (OST)

As per Ministry of Education requirements, Chisholm Academy establishes an Ontario Student Transcript (OST), which is a comprehensive record of all courses and diploma requirements achieved by a High School student enrolled in an Ontario school. Chisholm Academy ensures that all information recorded on the transcript is kept up to date, in print and/or electronic form, and is copied onto an official OST form when printed. Upon a student's graduation or retirement, a current copy of the student's OST is stored in their OSR folder.

The transcript includes information pertaining to:

- the student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;
- Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;
- the student's completed community involvement requirement;
- the student's completed provincial secondary school literacy requirement.

Note:

A student may only receive one credit for a course successfully completed more than once.

A course will not appear on a student's transcript if the student withdraws from the course within five instructional days following the midterm report card during each semester.

The transcript will indicate if a course has been substituted for one that is a diploma requirement, and if any extraordinary circumstances have affected the student's achievement in a Grade 11 or 12 course.

Chisholm Academy follows guidelines and procedures for the establishment, maintenance, issue and storage of the Ontario Student Transcript, as well as the recording of information in various situations, as outlined in *The Ontario Student Transcript (OST) Manual*.

The Ontario Student Transcript (OST) Manual (2013)

www.edu.gov.on.ca/eng/general/elemsec/ost/ost2013.pdf

4.2 Student Attendance

Students are required to attend school between the ages of 6 – 18 years of age. Chisholm Academy offers a full time program for Grades 7 – 12, and regular attendance at school is necessary for the student's learning and achievement of course expectations. Students and their parents are informed about the school's policy on attendance, which has been designed to encourage regular attendance and punctuality. School staff will meet with a student and the parents if frequent absences are jeopardizing his or her success, to discuss the potential consequences of the absences and outline steps to be taken to improve attendance. With principal's approval, a sixteen- or seventeen-year-old student may be allowed part-time study for up to a year, for compassionate reasons.

Education Act, R.S.O 1990, Chapter E.2, Section 21: Compulsory Attendance

www.ontario.ca/laws/statute/90e02#BK27

O. Reg. 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School"

www.ontario.ca/laws/regulation/100374

4.2.1 Safe Arrivals and Lateness: School Program

A safe-arrival program is a system of procedures that are carried out in conjunction with daily school attendance taking. Parents are responsible for their children's safety. At Chisholm Academy, parents are contacted if a child has been reported as absent, to account for any student's unexplained failure to arrive at school, to ensure the safety of our students.

PPM No. 123, "Safe Arrivals" (February 2, 1999)

www.edu.gov.on.ca/extra/eng/ppm/123.html

4.2.2 Home Schooling

Home schooling is not applicable at Chisholm Academy, and does not relate to students accepted at Chisholm Academy.

In order for a child to be home schooled, or excused from compulsory attendance so that instruction can be given at home, parents must provide their local public school board with written notification each year, of their intent to provide home schooling for their child.

PPM No. 131, "Home Schooling" (June 17, 2002)

www.edu.gov.on.ca/extra/eng/ppm/131.html

4.3 Student Transfers

4.3.1 Students Transferring between Schools within Ontario

Elementary school students who are accepted at Chisholm Academy from another Ontario elementary school will be placed in the appropriate grade by the principal, based on the information in the student's Provincial Report Card, Ontario Student Record and Individual Education Plan, and upon consultation with parents and the student.

Secondary school students who are accepted at Chisholm Academy from another Ontario secondary school will have their credits (as recorded on their Ontario Student Transcript) transferred with them, along with progress information on other graduation requirements, such as the literacy graduation requirement, and their accumulated community involvement hours. The principal may award credit for work started in the previous school but completed at Chisholm Academy. Where this work cannot be completed in an existing course at Chisholm Academy, the student may be taught in an individualized setting, in order to complete the remainder of a course.

If a student transfers to Chisholm Academy from a French-language secondary school, he or she must successfully complete the Ontario Secondary School Literacy Test (OSSLT) graduation requirement and at least one compulsory Grade 12 English course in order to meet graduation requirements.

4.3.2 Students Transferring from Home Schooling, a Non-Inspected Private School, or a School outside Ontario

Elementary school students from a home schooling setting, a non-inspected private school, or a school outside Ontario, who are accepted by Chisholm Academy, will be placed in an age-appropriate grade at Chisholm Academy. This placement decision is informed by documentation such as report cards, other assessment materials, attendance records, and other relevant documentation, including consultation with parents and the student.

For secondary students from a home schooling setting, a non-inspected private school, or a school outside Ontario who are accepted by Chisholm Academy, our principal will determine the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits that must still be earned. The information regarding credit equivalency and completed courses will be entered on the student's Ontario Student Transcript. Students must also meet other graduation requirements, such as the Ontario secondary school literacy requirement and completion of community involvement hours. Final placement decisions are based on consultation with the student, staff and parents. Placement decisions will also be noted in the student's Ontario Student Record.

See also section 7.2.5, "Prior Learning Assessment and Recognition (PLAR)".

5. SCHOOL INFORMATION: ADMISSIONS, PUBLISHING, AND SHARING:

5.1 Admission to School

For students interested in attending Chisholm Academy, admissions meetings are arranged between the Admissions Committee, the parents and the student. Documentation is collected, including the most recent psychoeducational assessment, previous report cards and IEPs. If a recent psychoeducational assessment is not available, an assessment may be requested to be completed, to ensure proper placement of the student. Previous schools may be contacted for additional information, to ensure that Chisholm Academy is a good fit for the student. If a student meets the necessary criteria for admission, an acceptance package is then completed by the family and submitted to the school. For Secondary School students, a meeting is also arranged with Chisholm Academy's Guidance Counsellor, to ensure that appropriate courses are selected for the student.

5.2 Entering Chisholm Academy's Secondary School Program

In order to make an informed decision about secondary school, Grade 8 students and their parents require information about Chisholm Academy's secondary school program offerings. Transition meetings are arranged for Grade 8 students currently attending Chisholm Academy and their parents, to provide them with information on the Secondary School program, course selections, and graduation requirements. New applicants to Chisholm Academy are provided with information about Chisholm Academy's Secondary School program, and meetings are arranged with our Guidance counsellor, to provide the students with assistance in their educational planning.

5.3 Secondary Schools

5.3.1 The School Program and Course Calendar

Each year, Chisholm Academy's School Program and Course Calendar, or Student Handbook, provides students and their parents with comprehensive information on Elementary and Secondary courses, school programs, and diploma requirements.

Chisholm Academy allows for flexible, integrated schedules for our traditional and individual programming. Students taking individual credits may, depending on availability, enroll in courses offered in the traditional program, for a reduced fee, as long as prerequisites are met and there is space available. Conversely, a student in the traditional program may also take an individual credit course, for a reduced fee, as long as the prerequisites are met.

Descriptions of Elementary School courses offered at Chisholm Academy are outlined on pages 44-45, and Secondary School course descriptions are outlined on pages 46-75. Other courses may be offered on an individual basis. Please contact the Guidance Department to discuss course options and schedules.

PLEASE NOTE: Secondary School courses offered in Chisholm Academy (traditional classes) are shown with the following (*) before the course name. All other courses can be taken as Individualized courses.

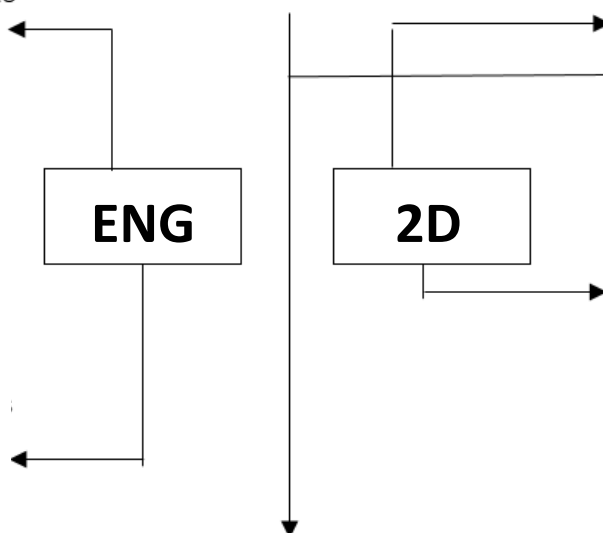
Secondary school courses are also labelled with a course code, using the following coding system:

5.3.1.1 Secondary School Course Coding System:

=

The first character refers to the discipline (e.g., E for English, A for Arts, M for Mathematics).

The second two characters refer to the subject and course (e.g., ENG for English).



The fourth character refers to the grade of the course. (1 = Gr.9, 2 = Gr. 10)

The fifth character refers to the course type:

D = Academic, P = Applied, W = De-streamed, O = Open, U = University, C = College, M = University/College, and E = Workplace

Numeric Code	Grade
1	9
2	10
3	11
4	12

5.3.2 Outlines of Courses of Study

The principal at Chisholm Academy retains on file up-to-date copies of the outlines of all of the courses of study for courses offered at the school. These course outlines are available at the school for parents and students to examine. Parents can also gain access to Ontario curriculum documents by visiting the Ministry of Education website.

Course outlines include the following information:

- the name of the ministry's curriculum policy document(s) from which the outline of the course of study has been developed
- the name of the school, department, the department head, the program developers, and the dates of development and revision
- the course title, course type, grade, course code, and credit value
- the prerequisite(s) if any
- the overall curriculum expectations
- an outline of the course content, including unit titles
- teaching strategies appropriate to the course type and to the range of students' learning needs
- strategies for the assessment and evaluation of student performance appropriate to the course type and to the range of students' learning needs
- a description of how the course incorporates, as appropriate, considerations for program planning that align with ministry policy and initiatives
- the names of the textbook(s) and resource materials that are essential to the course

Part Two: Policy and Program Requirements for Secondary Schools

The requirements for the Ontario Secondary School Diploma and Certificates are set out in this section.

6. DIPLOMA AND CERTIFICATE REQUIREMENTS AND PROCEDURES:

6.1 The Ontario Secondary School Diploma (OSSD)

The requirements for earning an Ontario Secondary School Diploma (OSSD) are as follows:

- students must earn a minimum of 30 credits, including 18 compulsory and 12 optional credits of 110 hours in length;
- students must meet the provincial secondary school literacy requirement; and
- students must complete 40 hours of community involvement activities.

6.1.1 Compulsory Credits (total of 18)

Students must earn 18 compulsory credits as follows:

- 4 credits in English (1 credit per grade)
- 1 credit in French (substitution is made at Chisholm Academy)
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 0.5 credit in Civics and 0.5 credit in Career Studies

Plus

- Group 1** an 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** an additional credit in Health and Physical Education, or the Arts, or the Business Studies, or French as a Second Language**, or Cooperative Education*
- Group 3** 1 additional credit in Science (Grade 11 or 12), or Technological Education (Grades 9-12) or French as a Second Language**, or Computer Studies, or Cooperative Education*

**A maximum of two credits in Cooperative Education can count as compulsory credits.*

*** A maximum of two French as a Second Language credits, one from group 1 and one from either group 2 or 3.*

6.1.2 Optional Credits (total of 12)

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

6.1.3 The Secondary School Literacy Graduation Requirement

All students must meet the Ontario secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The purpose of this graduation requirement is to ensure that students have the necessary reading and writing skills to be successful in school, work and daily life.

Chisholm Academy will assist students to develop the skills necessary for success on this test. Students at Chisholm Academy are provided with multi-disciplinary literacy activities during Grades 6-10, to build their literacy skills and better prepare them for the Ontario Secondary School Literacy Test.

Students will normally take the Ontario Secondary School Literacy Test (OSSLT) requirement when they are in Grade 10, unless a deferral is granted by the principal. The test will be based on the Ontario curriculum expectations for language and communication (with emphasis on reading and writing) up to and including Grade 9. The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring.

Students may take, or be eligible to take, the Ontario Secondary School Literacy Test twice; however, if the student would benefit from taking the Ontario Secondary School Literacy Course instead of a second attempt at the test, this will be scheduled. If the student fails to pass the test on the second attempt, the student will be enrolled in the Ontario Secondary School Literacy Course (OSSLC). If necessary, this course may be established as an Individualized credit course, to ensure that the student can successfully complete the course. The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course.

For students with special education needs, accommodations specified in the student's IEP will be made available by Chisholm Academy on the day of the test.

Mature students have the option to enroll directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

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

The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12 (2003)

www.edu.gov.on.ca/eng/curriculum/secondary/english12curr.pdf

6.1.4 The 40-Hour Community Involvement Requirement

Students must complete a minimum of 40 hours of community involvement activities, to be completed at any time during their years in the secondary school program. Students in Grade 8 are also able to start accumulating community involvement hours in the summer before they enter Grade 9. In order to enrich the experience of our students, it is the policy of Chisholm Academy that our students have a **minimum of two placements**, with a maximum of 25 hours in any one placement (*this policy is modified for the 2020-21 school year due to the COVID-19 pandemic; for this year, up to 50 hours will be allowed per placement*). The community involvement requirement has been designed to contribute to students' development and awareness of their community. It also advances their knowledge (and experience) about future career choices. Community involvement activities may take place in a variety of settings, including businesses, non-profit organizations, public sector institutions and informal settings. Students may **not** fulfill the requirement through activities that are counted towards a credit, through paid work, or by assuming duties normally performed by a paid employee.

Community involvement activities may be planned in consultation with their parents and Chisholm Academy's guidance counselor or Principal, as part of the Individual Pathways Plan process. The requirement is to be completed outside students' normal instructional hours, and students must maintain and provide a record of their community involvement activities. Completion of the hours of participation will be confirmed by the organizations involved, and the student must submit documentation attesting to the completion of each activity to the advisor. 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 his or her parents, and a signed acknowledgment by the person (or a representative of the organization) involved.

PPM No. 124, "Ontario Secondary School Diploma Requirement: Community Involvement Activities" (July 28, 2023)

<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-124>

6.1.5 The Online Learning Graduation Requirement Exemption

The Ontario Government has introduced an online learning graduation requirement, beginning with students who entered grade 9 in 2020-2021, intended to provide students with access to online learning opportunities to help prepare them for an increasingly digital global economy. Students must earn two online learning credits to obtain their Ontario Secondary School Diploma (OSSD). Parents do have the option to determine whether online learning is appropriate and beneficial for their child, and have the choice to opt out of the mandatory online learning credits. Principals of inspected private schools may also exempt all students of the school from this graduation requirement, if it conflicts with the educational mission of the school. Based on the special education needs and Individual Education Plan (IEP) of all students at Chisholm Academy, we feel it is in the best interests of our students that our school provide in-person learning to our students in each of their courses, to ensure that our students have the appropriate level of support and accommodations to meet their educational needs.

Consequently, we have exempted our students from this graduation requirement. This rationale for exemption has been included in our School Course Calendar and in the Ontario Student Record (OSR) of each student at Chisholm Academy. This exemption has also been recorded on each student's transcript as "Online Graduation Requirement – N/A".

PPM No. 167, "Online Learning Graduation Requirement" (February 1, 2022)

<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-167>

6.2 Substitutions for Compulsory Credit Requirements

In order to tailor an individual student's program to his or her special needs and to enhance the student's learning through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas, with some limitations. Chisholm Academy provides Grade 9 Learning Strategies as a Compulsory Course Substitution for Grade 9 Core French, in order to meet the special learning needs of our students, as outlined on their Individual Education Plan (IEP).

Any substitution for compulsory courses, including French as a Second Language, will be considered on a student by student basis.

Substitutions are also noted on the student's Ontario Student Transcript.

6.3 The Ontario Secondary School Certificate (OSSC)

If a student leaves secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma, on request, he or she will be granted the Ontario Secondary School Certificate (OSSC).

To be granted an OSSC, a student must have earned a minimum of 14 credits, as follows:

7 required compulsory credits

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

7 required optional credits

- 7 credits selected by the student from available courses

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

6.4 The Certificate of Accomplishment

Students who leave Chisholm Academy 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. This may be useful in recognizing the student's achievement if he or she plans to pursue additional training, or find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript, and may also include his or her Individual Education Plan (IEP).

Students who return to school to complete additional courses will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. However, the student may be granted The Ontario Secondary School Diploma or Ontario Secondary School Certificate if he or she has fulfilled the necessary requirements.

6.5 The Granting of the Diploma and Certificates

On the recommendation of the principal, a student at Chisholm Academy may be granted a diploma or certificate at any time during the year if they have successfully completed the necessary requirements. The student may also be invited to attend our Graduation Ceremony at the end of the school year.

6.6 The Ontario Scholar Program

Students at Chisholm Academy who have earned an Ontario Secondary School Diploma and who have attained an average of at least 80% in any 6 Grade 12 credit courses are recognized by receiving an Ontario Scholar certificate from the Ministry of Education, upon graduation.

PPM No. 53, "Ontario Scholar Program" (April 14, 2009)

www.edu.gov.on.ca/extra/eng/ppm/ppm53.pdf

7. SECONDARY SCHOOL COURSES AND RELATED PROCEDURES:

The secondary school program is designed to provide students with fundamental knowledge and skills and the opportunity to pursue postsecondary goals and personal interests. Students at Chisholm Academy are provided with various course options to prepare them for their postsecondary destinations, including apprenticeship training, college, community living, university, or the workplace.

Course selection for students under the age of eighteen must be made with parental or guardian approval. Chisholm Academy supports students in making informed decisions about their secondary school program through consultations with the guidance counsellor and the development of their Individual Pathways Plan.

7.1 Secondary School Credits

The courses offered by Chisholm Academy have been developed according to the Ontario Ministry of Education, Ontario Secondary School Curriculum. A credit is granted upon successful completion (with a final percentage mark of 50 percent or higher) of a course that has been scheduled for a minimum of 110 hours. Half-credits may be granted for 55-hour ministry-developed courses. Cooperative education courses are offered as multiple-credit courses.

7.2 Secondary School Courses in the Ontario Curriculum

Chisholm Academy provides a variety of courses and course types from the Ontario Curriculum, appropriate to the needs and interests of our students, to enable them to meet the diploma requirements.

7.2.1 Grade 9 and 10 Courses

In Grade 9, courses are provided in the academic, de-streamed, open and essential levels.

In Grade 10, courses are provided in the academic, applied, open and essential levels.

In the academic course, the key concepts of a subject are learned and related material explored as well. Knowledge and skills in the subject will be developed through both theory and practical applications, but the emphasis will be on theory and abstract thinking as a basis for future learning and problem solving.

The applied course covers the essential concepts of the subject. Knowledge and skills will be developed through both theory and practical applications, but the focus will be on practical application. In applied courses, familiar, real-life situations are used to illustrate ideas, and more opportunities will be given to experience hands-on applications of the concepts studied.

The de-streamed Grade 9 Mathematics and Science courses will replace Grade 9 Applied and Academic Mathematics and Science, to provide all students with an equal opportunity to reach their full potential.

Open courses in Grades 9 and 10 have one set of expectations for all students in the subject being taken. For example, all students take the same Health and Physical Education courses.

Essential level Compulsory Courses are designed to meet the educational needs of students not met by provincial curriculum. These courses reflect the developmental progression of learning expectations across the grades; provide for concept continuity for students who may have gaps in their learning; and make interconnections between subject-area learning and skills in literacy and mathematical literacy. These courses are designed as an important component of a program pathway through Grades 9 and 10 for some students to achieve a graduation diploma and to lead to the corresponding Grade 11 and 12 workplace courses.

7.2.2 Grade 11 and 12 Courses

For Grades 11 and 12, courses will be divided into five streams: university, university/college, college, workplace preparation, and open courses. Students can choose courses best suited to their individual interests and their vocational and post-secondary goals.

College preparation courses provide students with the knowledge and skills they need to meet the entrance requirements for most college programs, specific apprenticeship or other training programs.

University preparation courses equip students with the knowledge and skills needed to meet the entrance requirements for university programs.

University/college preparation courses provide students with the knowledge and skills required for entrance into specific programs offered at universities and colleges.

Workplace preparation courses provide students with the knowledge and skills to meet workplace expectations, or for admission to certain apprenticeship or other training programs.

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

7.2.3 Course Prerequisites

Courses are often arranged through the grades in a hierarchical fashion such that prerequisite courses from earlier grades provide a foundation for courses taught in later years.

All prerequisite courses are identified in ministry curriculum policy documents. Only on rare occasions will the Executive Director waive a prerequisite course. The request for waiving a prerequisite course may be initiated by a parent of a student, an adult student, the Principal or by the Executive Director. The decision to waive a prerequisite will be made by the Executive Director in consultation with the Principal, guidance counselor, parent or adult student and involves evaluation of the previous courses taken, and a comparison of these with the course expectations of the prerequisite.

In some circumstances, the Executive Director may require a student to undertake concurrent studies in the content area to be monitored by the course teacher.

When a course is waived, documentation, including the origin of the request and reasons for waiver, will be placed in the OSR.

The Ontario Curriculum, Grades 9 to 12: Course Descriptions and Prerequisites (2011)
www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf

7.2.4 Procedures for Students Who Wish to Change Course Types

Some students may change their educational goals as they proceed through secondary school. However, in doing so, they may find that they have not completed all of the necessary prerequisite courses. In some cases, additional preparation may be required. A student wishing to move from Grade 9 applied level mathematics to Grade 10 academic mathematics, must successfully undertake a transfer course to meet the expectations of the Grade 9 academic program. Alternatively, the student may complete the full Grade 9 academic mathematics course.

In Grades 10 to 12, a student is required to take the specified prerequisite course if changing course pathways. 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.

7.2.5 Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is a formal evaluation and accreditation process that can be used in some school settings to evaluate students' prior knowledge and skills gained in alternative education settings, against the overall expectations outlined in provincial curriculum policy documents, in order to earn credits towards the secondary school diploma. However, Chisholm Academy does not implement the PLAR process.

For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, Chisholm Academy may grant equivalency credits for placement purposes based on previous academic records and an updated, comprehensive psychoeducational assessment.

PPM No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools" (July 6, 2001)

www.edu.gov.on.ca/extra/eng/ppm/129.html

PPM No. 132, "Prior Learning Assessment and Recognition for Mature Students – Revised Mandatory Requirements" (July 28, 2023)

<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-132>

7.3 Other Courses and Programs Authorized for Credit

7.3.1 Locally Developed Courses

Locally developed courses may be developed to accommodate educational and/or career preparation needs that are not met through courses within the provincial curriculum policy documents. Such courses require the approval of the ministry.

Chisholm Academy offers several Essential level locally developed compulsory courses, as approved by the Ministry of Education, in order to meet the special learning needs of some students. These include one Grade 9 course in English, in mathematics, and in science, and one Grade 10 course in English, in mathematics, in science, and in Canadian history. No more than seven such locally developed courses can be counted as compulsory credits. Students who successfully complete eight locally developed compulsory credit courses may count the eighth course as an optional credit.

Locally developed compulsory credit courses may be used only to meet the compulsory credit requirements that they have been designed to meet; they may not be used as substitutions for courses that meet any other compulsory credit requirements. Students should also be aware that some postsecondary institutions or employers may not recognize a locally developed course.

Guide to Locally Developed Courses, Grades 9 to 12: Development and Approval Procedures (2004)

www.edu.gov.on.ca/eng/document/curricul/secondary/localdev/locdeve.pdf

7.3.2 Religious Education Courses

Chisholm Academy is a non-denominational private school, and does not offer any religious education courses.

7.3.3 Dual Credit Programs

Dual credit programs are ministry-approved programs that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards both their Ontario Secondary School Diploma and a postsecondary certificate, diploma, or degree, or a Certificate of Apprenticeship. Chisholm Academy does not implement dual credit programs.

Dual Credit Programs: Policy and Program Requirements (2013)

www.edu.gov.on.ca/eng/teachers/studentsuccess/DualCreditPro.pdf

Main page on the ministry website:

www.edu.gov.on.ca/morestudentsuccess/dualcredit.html

7.3.4 Programs in Music Taken outside the School

A student may be awarded a maximum of 2 credits for music programs taken outside the school. Students should consult with the principal if they have inquiries about this option.

7.4 Alternative (Non-Credit) Courses

Alternative (non-credit) courses are individualized courses, documented in a student's Individual Education Plan (IEP), that comprise alternative expectations – that is, expectations not found in the Ontario curriculum (see section 3.3.1). These courses are usually designed to prepare students for daily living, including employment and/or community living. (Course codes for alternative (non-credit) courses begin with "K".) Chisholm Academy does not offer alternative (non-credit) courses.

"Course Codes for Alternative (Non-Credit) Courses" on the ministry website:

www.edu.gov.on.ca/eng/curriculum/secondary/altCredit_Different.html

7.5 Procedures for Students Who Fail to Meet Course Expectations

Where a student does not achieve the curriculum expectations of a course, the principal and teaching staff will consult with the parents and the student to determine what course expectations have not been met, and the next course of action. A student who fails a course will be required to repeat the entire course in order to earn credit for the course.

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

Withdrawals from Grade 9 or 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST. If a student withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card, the withdrawal is not recorded on the OST. If a student withdraws from a course after five instructional days following the issue of the first provincial report card, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

The Ontario Student Transcript (OST) Manual (2013)

www.edu.gov.on.ca/eng/general/elemsec/ost/ost2013.pdf

7.5.1 Credit Recovery

If a student at Chisholm Academy has not successfully met all expectations within a course and has received a failing grade, they must repeat and successfully complete the full course of 110 hours, to receive the credit.

Credit recovery programs, which allow students to demonstrate only unmet expectations of a failed course, are only offered by public schools and cannot be implemented by private schools in Ontario.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 (2010)

www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

7.6 Specialized and/or Alternative Schools

Chisholm Academy offers a full range of courses required by students in order to obtain a secondary school diploma. Although the school does not specialize in a particular curriculum area, or offer alternative programs, it does focus on working with students with specific educational needs, in order to provide them with the necessary academic supports.

8. EXPERIENTIAL LEARNING PROGRAMS:

Experiential learning programs at Chisholm Academy provide students with opportunities to apply classroom learning to workplace settings and explore careers of interest. Such programs include job shadowing and cooperative education programs.

Students who are fourteen years of age or older, participating in a cooperative education program, must complete a Work Education Agreement form for Workplace Safety and Insurance purposes.

PPM No. 76A, “Workplace Safety and Insurance Coverage for Students in Work Education Programs” (September 27, 2000)

www.edu.gov.on.ca/extra/eng/ppm/76a.html

8.1 Cooperative Education

Chisholm Academy provides a cooperative education program, which allows students to earn secondary school credits while completing a work placement in the community. Grade 11 and 12 students have the option of registering for a cooperative education program, in which they earn two cooperative education credits for a half-day program.

The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions to prepare students for the workplace and provide instruction on health and safety, and classroom integration sessions which allow students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) is developed for each student in the program, and the student’s progress in achieving the curriculum expectations and PPLP requirements is assessed and evaluated by the teacher through workplace monitoring meetings with the student and the workplace supervisor.

Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools (2000) (A revised edition is in development.)

www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf

8.2 Work Experience

Work experience is a component of a course that provides students with a learning opportunity in the workplace. Chisholm Academy provides work experience in the form of cooperative education programs.

Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools (2000).

www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf

8.3 Job Shadowing and Job Twinning

Job shadowing and job twinning may be offered to students from Grade 6 to Grade 12 as part of curriculum delivery and as part of the career development program. At Chisholm Academy, opportunities are offered for students to explore careers in Senior Elementary through our Guidance course and “The Real Game” and “My Blueprint” programs, and in Secondary School through Grade 9 “Take-Your-Child-to-Work Day”, courses such as Grade 10 Careers and Grade 11 Designing Your Future, and Grade 12 cooperative education placements.

9. SPECIALIZED PROGRAMS:

Chisholm Academy provides a traditional credit-granting program, which meets college and university admission requirements. Additional specialized programs such as School-Work Transition Programs, Specialist High Skills Major (SHSM) Programs, and Ontario Youth Apprenticeship Programs (OYAP) are not offered at Chisholm Academy at this time.

10. ADDITIONAL WAYS FOR STUDENTS TO COMPLETE COURSES AND PROGRAMS:

Chisholm Academy provides additional means to support student learning through both credit and non-credit learning opportunities. These include:

- Study Hall support programs for Chisholm Academy's Grade 7-12 students, which are offered either during the lunch hour or after-school;
- Individualized credit courses for our High School students in a variety of subject areas, which are offered during the school day. All credit courses will be recorded on the student's Ontario Student Transcript;
- Flexible programs for students who attend other schools and are registered at Chisholm for one or more Credit Course, which are offered during the school day. If the student attends a public school and concurrently obtains a credit through Chisholm Academy, the principal of the public school will record the credit with the notation "P" in the "Notes" column on the student's Ontario Student Transcript;

Part Three: Elementary School Courses – Grades 7 and 8:

English:

This subject will focus on developing a student's oral communication, reading and writing skills. Students will employ effective listening and speaking skills for a variety of purposes and audiences. Their reading skills will be developed to demonstrate reading fluency and an understanding for meaning, using different forms and styles of text. In writing, students will develop and organize their ideas, demonstrate an understanding of writing forms and style, and learn effective use of language conventions. Students will also learn media literacy skills, including an understanding of different media texts and conventions.

Mathematics:

This subject will develop a student's mathematics skills within five strands: Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra, and Data Management and Probability. Students will develop an understanding of concepts and skills, will be taught problem-solving and reasoning strategies to assist them in connecting and applying these concepts, and will demonstrate their ability to represent and communicate mathematical ideas in a variety of ways.

Science:

This subject will introduce students to topics in science and technology relating to an understanding of life systems, structures and mechanisms, matter and energy, and earth and space systems. Students will demonstrate their knowledge and understanding of concepts within these topics, will be taught to use effective thinking and inquiry skills through scientific investigation, and to communicate and apply their knowledge and skills in a variety of contexts.

History:

In Grade 7 History, students will focus on the development of Canada, contributions of significant groups, and an understanding of Canada's European roots, from the seventeenth to the early nineteenth century. The topics covered will include New France, British North America, and Conflict and Change.

In Grade 8 History, students will develop an understanding of events in Canada from the 1850s to 1914 and the events leading up to the beginning of World War 1. The topics to be studied include Confederation, The Development of Western Canada, and Canada: A Changing Society.

Geography:

In Grade 7 Geography, students are introduced to the concepts and methods of geographical inquiry, patterns in physical geography and how they affect human activity, and natural resources and the environmental implications of their use. Students will also demonstrate an understanding of the impact technology has on natural resources.

In Grade 8 Geography, students will explore patterns in human geography, including population distribution, economic systems within Canada and the global community, and migration patterns and the factors affecting human mobility.

Physical Education:

This subject will focus on educating students on i) healthy living, including healthy eating, growth and development, personal safety and injury prevention, and substance use and abuse; ii) fundamental movement skills, including locomotion, manipulation and stability; and iii) active participation, including physical activity, physical fitness, living skills, and safety.

Dramatic Arts:

This subject will focus on role play and the development of characters in drama performance. Students will incorporate dramatic elements such as relationships, time and place, tension, and focus to create and analyze drama works. Students will be introduced to the use of empathy in critical analysis of issues. A variety of drama forms and conventions will be used. Students will strengthen their understanding of the function of drama in society, and will refine their ability to evaluate the quality of performances.

Visual Arts:

In this subject, students will incorporate popular culture into their art, and will use a variety of materials and techniques to produce two- and three-dimensional works of art. Through creative activities, students will broaden their knowledge and appreciation of art, and will further develop their technical competence and personal artistic style. Students will investigate art works from a variety of historical periods, cultures and styles to give them insight into different artistic views and preferences.

Guidance and Social Skills:

In this subject, students develop the skills needed to cope in school and succeed in the world. The main topics in this curriculum are recognized areas of need for successful student development and achievement. The Guidance and Social Skills curriculum includes Organization of Time and Personal Materials, Study Strategies, Learning Styles, Executive Functioning, Communication, Negotiation and Conflict Resolution, as well as Dealing with Basic Human Challenges. Students will also explore their interests and abilities, goals, course options, possible career pathways, resume creation and budgeting, and will develop their Individual Pathways Plan through a variety of interactive activities, including the use of My Blueprint and The Real Game.

Part Four: Secondary School Courses – Grades 9-12:

The Arts

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

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

Prerequisite: None

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

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

Prerequisite: Visual Arts, Grade 9 or 10, Open

***Visual Arts, Grade 11, Open (AVI3O)**

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

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

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

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

***Visual Arts, Grade 12, Workplace (AVI4E)**

This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewellery design, and/or web design.

Prerequisite: Visual Arts, Grade 11, Open

Drama, Grade 9, Open (ADA1O)

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

Prerequisite: None

Drama, Grade 10, Open (ADA2O)

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Prerequisite: None

***Drama, Grade 11, University/College (ADA3M)**

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

Prerequisite: Drama, Grade 9 or 10, Open

Drama, Grade 11, Open (ADA3O)

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works.

Prerequisite: None

***Drama, Grade 12, University/College (ADA4M)**

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Prerequisite: Drama, Grade 11, University/College Preparation

***Drama, Grade 12, Workplace (ADA4E)**

This course requires students to create, present, and analyse a variety of dramatic works relevant to the workplace. Students will build trust and collaborative skills and develop self-confidence through hands-on experience and project-based learning in drama activities. Students will also explore skills related to the study of drama that can be applied in the workplace.

Prerequisite: Drama, Grade 11, Open

Music, Grade 11, Open (AMU3O)

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

Prerequisite: None

Music, Grade 12, Workplace (AMU4E)

This course provides students with the fundamental knowledge and skills needed to succeed in the music workplace. Students will, at a level consistent with previous experience, perform appropriate musical works. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, and market music presentations that reflect a broad spectrum of workplace contexts. In addition, students will explore ethical and safe practices related to music.

Prerequisite: Music, Grade 11, Open

Business

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

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

Prerequisite: None

***Information and Communication Technology in Business, Grade 9, Open (BTT1O)**

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

Prerequisite: None

Information and Communication Technology in Business, Grade 10, Open (BTT2O)

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

Prerequisite: None

***Information & Communication Technology: The Digital Environment, Grade 11, Open (BTA3O)**

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies.

Prerequisite: None

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

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

Prerequisite: None

Accounting Essentials, Grade 11, Workplace (BAI3E)

This course introduces students to the accounting cycle of a service business. Students will use computer applications software to record business transactions and to prepare financial statements. Students will also investigate banking and cash management, decision making, ethical behaviour, and career opportunities in the field of accounting.

Prerequisite: None

Financial Accounting Principles, Grade 12, University/College (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

Accounting for a Small Business, Grade 12, Workplace (BAN4E)

This course further develops students' understanding of the fundamentals of accounting by having them examine each component of the accounting cycle, with an emphasis on a merchandising business. Students will use computer applications software to learn how accounting is practised in the workplace. Students will acquire an understanding of payroll systems, inventory, specialized journals, subsidiary ledgers, income tax reporting, and budgeting.

Prerequisite: Accounting Essentials, Grade 11, Workplace Preparation

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

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

Prerequisite: None

Marketing: Goods, Services, Events, Grade 11, College (BMI3C)

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

Prerequisite: None

Entrepreneurship: Venture Planning in an Electronic Age, Grade 12, College (BDV4C)

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.

Prerequisite: None

International Business Fundamentals, Grade 12, University/College (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 postsecondary programs in business, including international business, marketing, and management.

Prerequisite: None

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

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

Prerequisite: None

Information and Communication Technology: Multimedia Solutions, Grade 12, College (BTX4C)

This course provides students with the opportunity to apply their information and communication technology skills while working in a team environment. Through a project-based approach, students will have opportunities to integrate common business software applications and apply multimedia techniques. Students will further develop their understanding of electronic business and e-commerce environments. The skills acquired in this course will prepare students for success in postsecondary studies and in their future careers.

Prerequisite: Information and Communication Technology: The Digital Environment, Grade 11, Open

Information and Communication Technology in the Workplace, Grade 12, Workplace (BTX4E)

This course provides students with the opportunity to further develop essential workplace skills in information and communication technology while working in a team environment. Using a project-based approach, students will focus on integrating software applications and applying multimedia software features. Students will expand their understanding of electronic business and e-commerce environments and workplace ethics. This course will prepare students for a successful transition from secondary school to the workplace.

Prerequisite: Information and Communication Technology: The Digital Environment, Grade 11, Open

Canadian and World Studies

***Issues in Canadian Geography, Grade 9, Academic (CGC1D)**

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

Travel and Tourism: A Geographic Perspective, Grade 11, Open (CGG3O)

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

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

World Issues: A Geographic Analysis, Grade 12, University (CGW4U)

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 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

The Environment and Resource Management, Grade 12, University/College (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

***Civics and Citizenship, Grade 10, Open (CHV2O) (Revised 2022)**

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

Prerequisite: None

***Canadian History since World War I, Grade 10, 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

Note: This course description reflects the revisions that have been made to the history courses as part of Ontario's curriculum strategy in response to the Truth and Reconciliation Commission's Calls to Action numbers 62 and 63.

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

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an 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 the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Prerequisite: None

Note: This course description reflects the revisions that have been made to the history courses as part of Ontario's curriculum strategy in response to the Truth and Reconciliation Commission's Calls to Action numbers 62 and 63.

***Canadian History Since World War I, Grade 10, Locally Developed (CHC2L)**

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

Prerequisite: None

American History, Grade 11, University (CHA3U)

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

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

World History since 1900: Global and Regional Interactions, Grade 11, Open (CHT3O)

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world.

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

World History to the End of the Fifteenth Century, Grade 11, University/College (CHW3M)

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

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

***World History since the Fifteenth Century, Grade 12, University (CHY4U)**

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

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

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

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world.

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

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

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

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

Understanding Canadian Law in Everyday Life, Grade 11, Workplace (CLU3E)

This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and criminal offences. Students will begin to develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating legal issues that are relevant to life in Canada today.

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

Canadian and International Law, Grade 12, University (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 or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

Legal Studies, Grade 12, College (CLN4C)

This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing contemporary legal issues and their relevance to daily life. They will investigate the requirements for various law-related careers as well as legal responsibilities in the workplace. Students will apply the concepts of legal thinking and the legal studies inquiry process to investigate their rights and responsibilities, legal processes and structures, and the role of law in a changing society.

Prerequisite: Civics and Citizenship, Grade 10, Open

Canadian and International Politics, Grade 12, University (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

Economics

The Individual and the Economy, Grade 11, University/College (CIE3M)

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles affect stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

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

English

***English, Grade 9, Academic (ENG1D)**

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

Prerequisite: None

***Literacy Skills, Grade 9, Locally Developed (ENG 1L)**

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literacy texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies in preparation for the compulsory Grade 9 English course.

Prerequisite: None

***English, Grade 9, De-streamed (ENL1W)**

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

Prerequisite: None

***Literacy Skills: Reading and Writing, Grade 10, Open (ELS2O)**

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.

Prerequisite: Grade 9 English, Academic or Applied, or a Grade 9 English LDCC (locally developed compulsory credit) course

***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 analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

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

***English, Grade 10, Locally Developed (ENG2L)**

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

Prerequisite: English, Grade 9, Locally Developed

***English, Grade 11, University (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 analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: Grade 10 English, Academic

***English, Grade 11, College (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: Grade 10 English, Applied

***English, Grade 11, Workplace (ENG3E)**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

Prerequisite: Grade 10 English, Applied

Media Studies, Grade 11, Open (EMS3O)

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

Prerequisite: Grade 10 English, Academic or Applied

***English, Grade 12, University (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 analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: Grade 11 English, University Preparation

***English, Grade 12, College (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: Grade 11 English, College Preparation

***English, Grade 12, Workplace (ENG4E)**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

Prerequisite: Grade 11 English, Workplace Preparation

***Business and Technological Communication, Grade 12, Open (EBT4O)**

This course emphasizes practical writing and communication skills that are needed in the world of business and technology. Students will analyse the characteristics of effective models of business and technical communications; gather information to write reports, business letters, memos, manuals, instructions, and brochures; and integrate graphics and text, using technology appropriately for formatting and special effects. They will also make a number of oral and visual presentations.

- *Prerequisite:* Grade 11 English, University, College, or Workplace Preparation

Studies in Literature, Grade 12, University (ETS4U)

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

Prerequisite: Grade 11 English, University Preparation

Studies in Literature, Grade 12, College (ETS4C)

This course is for students with a special interest in literature. The course may focus on themes, genres, time periods, or countries. Students will study a variety of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also investigate critical interpretations, and complete an independent study project.

Prerequisite: Grade 11 English, College Preparation

The Writer's Craft, Grade 12, University (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: Grade 11 English, University Preparation

The Writer's Craft, Grade 12, College (EWC4C)

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project, and investigate opportunities for publication and for writing careers.

Prerequisite: Grade 11 English, College Preparation

***Ontario Secondary School Literacy Course, Grade 12, Open (OLC4O)**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

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

French as a Second Language

Core French, Grade 9, Open (FSF1O)

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

Prerequisite: None

Guidance and Career Education

***Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS1O)**

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

Prerequisite: None

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

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

Designing Your Future, Grade 11, Open (GWL3O)

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

Prerequisite: None

***Cooperative Education Program (COOP), College/Workplace Preparation (GLC2C and GWL3C)**

This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Prerequisite: None

Leadership and Peer Support, Grade 11, Open (GPP3O)

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

Prerequisite: None

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

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

Prerequisite: None

Health and Physical Education

***Healthy Active Living Education, Grade 9, Open (PPL1O)**

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

Prerequisite: None

***Healthy Active Living Education, Grade 10, Open (PPL2O)**

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

Prerequisite: None

***Healthy Active Living Education, Grade 11, Open (PPL3O)**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The possible focus courses for Grade 11, along with their corresponding course codes, are as follows:

- Healthy Living and Personal and Fitness Activities – PAF3O
- Healthy Living and Large-Group Activities – PAL3O
- Healthy Living and Individual and Small-Group Activities – PAI3O
- Healthy Living and Aquatic Activities – PAQ3O
- Healthy Living and Rhythm and Movement Activities – PAR3O
- Healthy Living and Outdoor Activities – PAD3O

Prerequisite: None

Health for Life, Grade 11, College (PPZ3C)

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion.

Prerequisite: None

***Recreation and Healthy Active Living Leadership, Grade 12, University/College (PLF4M)**

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

Prerequisite: Any health and physical education course

Mathematics***Mathematics, Grade 9, De-Streamed (MTH1W)**

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Prerequisite: None

***Mathematics, Grade 9, Locally Developed (MAT1L)**

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 10 LDCC course. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: None

***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, De-streamed (2021), or Grade 9 Principles of Mathematics, Academic (2005)

***Foundations of Mathematics, Grade 10, Applied (MFM2P)**

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

Prerequisite: Grade 9 Mathematics, De-streamed (2021), or Grade 9 Foundations of Mathematics, Applied (2005)

***Mathematics, Grade 10, Locally Developed (MAT2L)**

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 11 Mathematics Workplace Preparation course. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: Mathematics, Grade 9, Locally Developed

***Functions, Grade 11, University (MCR3U)**

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

***Functions and Applications, Grade 11, University/College (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 (MBF3C)**

This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, 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

***Mathematics for Work and Everyday Life, Grade 11, Workplace (MEL3E)**

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

Prerequisite: Grade 9 Mathematics, De-streamed (2021), or Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a Grade 10 Mathematics LDCC (locally developed compulsory credit) course

Advanced Functions, Grade 12, University (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 (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 modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite: Note: Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors

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

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

Mathematics for College Technology, Grade 12, College (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

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

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse 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 Work and Everyday Life, Grade 12, Workplace (MEL4E)**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs, create household budgets, and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

Science***Science, Grade 9, De-streamed (SNC1W)**

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

Prerequisite: None

***Science, Grade 9, Locally Developed (SNC1L)**

This is an introductory course in science that will allow you to learn about the basic concepts involved in biology, chemistry, physics and scientific inquiry. Each of these topics explore a range of topics including life-sustaining processes in simple and complex organisms, properties of common materials, electrical circuits and science in daily life. The course is designed to help you develop your mathematical and scientific process skills and to continue developing your skills in reading, writing and oral language through practical and relevant science activities. You will be asked to design and conduct investigations related to the five topics of study, allowing you to put your practical problem solving abilities to use and to apply your knowledge of science to everyday situations. This course will provide you with considerable knowledge in science and prepare you for the next level of study and success in everyday life.

Prerequisite: None

***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: Grade 9 Science

***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: Grade 9 Science

***Science, Grade 10, Locally Developed (SNC2L)**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, and in the workplace. Students explore a range of topics including science in the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

Prerequisite: None

Biology, Grade 11, University (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: Grade 10 Science, Academic

***Biology, Grade 11, College (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: Grade 10 Science, Academic or Applied

Biology, Grade 12, University (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: Grade 11 Biology, University Preparation

Chemistry, Grade 11, University (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: Grade 10 Science, Academic

Chemistry, Grade 12, University (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 on evaluating the impact of chemical technology on the environment.

Prerequisite: Grade 11 Chemistry, University Preparation

***Chemistry, Grade 12, College (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: Grade 10 Science, Academic or Applied

Environmental Science, Grade 11, University/College (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, Academic or Applied

Environmental Science, Grade 11, Workplace (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, Academic or Applied, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science

Physics, Grade 11, University (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 analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Grade 10 Science, Academic

Physics, Grade 12, University (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: Grade 11 Physics, University Preparation

Physics, Grade 12, College (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: Grade 10 Science, Academic or Applied

Social Science and Humanities

Exploring Family Studies, Grade 9, Open (HIF1O)

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

Prerequisite: None

Exploring Family Studies Grade 10, Open (HIF2O)

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

Prerequisite: None

***Food and Nutrition, Grade 10, Open (HFN2O)**

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

***Nutrition and Health, Grade 12, University (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

***Nutrition and Health, Grade 12, College (HFA4C)**

This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.

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

***Food and Healthy Living, Grade 12, Workplace (HFL4E)**

This course focuses on the fundamental food needs of young adults. Students will learn how to stock a kitchen, make nutritious food choices, and accommodate the food needs of others. Through a range of practical experiences, they will develop skills needed in food preparation for personal use and for employment in the food industry. They will also learn about dining etiquette in different contexts and about responsible consumer practices. Students will use social science research methods to investigate issues related to food preparation and nutrition.

Prerequisite: None

Dynamics of Human Relationships, Grade 11, Open (HHD3O)

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

Personal Life Management, Grade 12, Open (HIP4O)

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.

Prerequisite: None

Families in Canada, Grade 12, University Preparation (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 to 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

Families in Canada, Grade 12, College Preparation (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

Challenge and Change in Society, Grade 12, University (HSB4U)

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

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

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

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyze 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 analyze 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

Introduction to Anthropology, Psychology, and Sociology, Grade 11, University (HSP3U)

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

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

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

Prerequisite: None

Technological Education

***Digital Technology and Innovations in the Changing World, Grade 10, Open (ICD2O)**

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

Prerequisite: None

Introduction to Computer Studies, Grade 10, Open (ICS2O)

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

Prerequisite: None

Introduction to Computer Science, Grade 11, University (ICS3U)

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Prerequisite: None

Introduction to Computer Programming, Grade 11, College (ICS3C)

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

Prerequisite: None

Computer Science, Grade 12, University (ICS4U)

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

Computer Programming, Grade 12, College (ICS4C)

This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing and expand their understanding of environmental issues, emerging technologies, and computer-related careers.

Prerequisite: Introduction to Computer Programming, Grade 11, College Preparation

Computer Technology, Grade 10, Open (TEJ2O)

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology.

Prerequisite: None

Computer Engineering Technology, Grade 11, University/College (TEJ3M)

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

Prerequisite: None

Computer Technology, Grade 11, Workplace (TEJ3E)

This course enables students to develop knowledge and skills related to computer hardware, networks, operating systems, and other software. Students will use utility and application software, and learn proper procedures for installing, maintaining, and troubleshooting computer systems and networks. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about apprenticeships and other employment opportunities in the field of computer technology that they may choose to pursue after graduation.

Prerequisite: None

Computer Engineering Technology, Grade 12, University/College (TEJ4M)

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.

Prerequisite: Computer Engineering Technology, Grade 11, University/College Preparation

Computer Technology, Grade 12, Workplace (TEJ4E)

This course enables students to further develop their practical understanding of computer hardware, software, networks, and operating systems. Students will use utility and application software, and will follow proper procedures for installing, maintaining, and troubleshooting computer systems and networks. In addition to demonstrating an understanding of the ethical use and environmental effects of computers, students will develop marketable skills and assess career opportunities in the field.

Prerequisite: Computer Technology, Grade 11, Workplace Preparation

Communications Technology, Grade 10, Open (TGJ2O)

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

Prerequisite: None

***Communications Technology, Grade 11, University/College (TGJ3M)**

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

Prerequisite: None

***Communications Technology: Broadcast and Print Production, Grade 11, Open (TGJ3O)**

This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

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

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

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

***Communications Technology: Digital Imagery and Web Design, Grade 12, Open (TGJ4O)**

This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology, and will explore postsecondary education, training, and career opportunities.

Prerequisite: None

Part Five: Chisholm Academy Management Staff

Executive Director

Dr. Howard Bernstein, *Ph.D., C. Psych.*

Associate Director

Mr. Adam Bernstein, *M.A.*

Principal

Mrs. Sylvia Moyssakos, *M.Sc.Ed., MBA, OCT.*

Vice Principal & Guidance Counselor

Mr. Graeme Schnarr, *M.Ed., OCT.*

Vice Principal & Head of Special Education

Ms. Farhana Shaheed, *M.Ed., OCT.*

Senior Psychologist

Dr. Emily Bryntwick, *Ph.D., C. Psych.*

Admissions Officer

Mrs. Lorna Hughes, *B.Sc., M.A.*



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