

Wish High School's Course Calendar

2022-2023



Wish

H I G H S C H O O L



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Introduction

This course calendar is designed to inform parents, guardians and students of important information about our school regarding the importance of secondary education, school's overall goals and philosophy, school's terms, reporting periods, school's expectations, attendance policy, assessment and evaluation, and evidence for students' achievements. This document also contains information about the requirements for diplomas and certificates, the Ontario curriculum, and support and resources for students.

School Policies, Practices and Procedures

1. The Importance and Value of Secondary Education and the Requirement to Remain in Secondary School:

In Ontario, it is a legal requirement for everyone to stay at school until they are 18 or have received their OSSD.

It is highly important that all students finish secondary education in order to be well prepared for their future professional and/or academic lives. According to the Ontario government, secondary education is important for all students so that they can reach high levels of achievement and reduce gaps in their achievements. Either they decide to further their education in post-secondary schools or start a career, they should gain secondary school education in order to further their opportunities. Wish High School is committed to providing every student with required opportunities to finish high school.

2. The School's overall goals and philosophy:

Wish High School is founded on a strong belief in accessible education for everyone. Our journey to create this school started with one ultimate goal and that is to give every student the opportunity to study in a Canadian high school where they can grow to become better citizens. Regardless of where they are located, our students are given equal opportunities to succeed



according to their abilities, interests and goals. Hence, we have designed an engaging online learning environment on Moodle for students to attend high school where they can benefit from quality Canadian education with the help of enthusiastic and experienced teachers.

Wish High School is also proud to have created an inclusive and diverse learning and work environment.

3. School's organization: school's terms and reporting periods

Wish High School offers **continuous intakes**¹ and students can start their course/s at any time and have up to **6 months** to complete their course/s once they officially start.

Each lesson includes teacher talk time, student time and work period. Course contents including lessons, assignments and instructions for assignments are all offered offline on Moodle. Each course consists of 110 hours of instruction and students have 24/7 access to course materials and will be in touch with teachers on a regular basis. Teachers will schedule online meetings with students if required. Report cards will be distributed two times, one after midterms and the other after final exams. The report card documents the student's achievement in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course. At the end of each course, a final grade is recorded, and credit is granted for every course in which the student's grade is 50 per cent or higher. Parents/Guardians are also notified of students' grades and academic progress regularly and can monitor their work on Moodle.

2022-2023 school calendar is as follows:

¹ There are no official start and end dates for the course and students can start at any time.



Since Wish High School offers continuous intakes, there is no start date and end date for semesters. Students will receive their report cards upon completion of courses. The table below shows school holidays in Ontario.

2022-2023 Calendar	Holiday
Labour Day	September 5
Thanksgiving Day	October 10
Christmas break (inclusive)	December 19 to December 30
Family day	February 20
Mid-winter break (inclusive)	March 13 to March 17
Good Friday	April 7
Easter Monday	April 10
Victoria Day	May 22
Canada Day	July 1
Civic Holiday	August 7

4. School's Expectations: Attendance Policy, Students' Responsibilities, and Evidence for Achievement



Attendance Policy

Regular attendance at school is critical for the student's learning and achievement of course expectations. To encourage regular attendance by students, Wish High School will ensure that students and their parents are informed about attendance policy. Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her or their successful completion of a course, school staff should meet with the student and the parents to explain the potential consequences of the absences, including failure to gain credits, and discuss steps that could be taken to improve attendance.

Students' attendance is calculated based on their activity log on Moodle. Students are required to attend classes regularly and consistently, do AFLs and AOLs with respect to given deadlines. In total, students are required to have 110 hours of instruction. In relation to attendance and absenteeism, students should note the following guidelines:

- Attendance should be consistent and regular throughout the semester. For example, it is recommended that students log in to their course/s every day so that they can complete them in a timely manner. Students cannot complete their courses within a week or two by logging inconsistently.
- Absenteeism is calculated based on students' activity log on Moodle. If the student does not attend classes regularly and consistently, they will be marked absent.
- Repeated absence (more than 20 percent of the course) will result in failing the course and students will be required to repeat the course.
- Parents/Guardians will be notified through emails and/or phone calls if a student does not attend/log in regularly or does not submit assignments in a timely manner.

Attendance will be taken:

- On school/teachers' timetables;
- In online course content;
- In electronic tracking systems;
- In discussion with course designer/principal;
- In text-based collaborative conference;



- In student time logs;
- In teacher records.

Academic Honesty and Responsibility:

It should be noted that Wish High School takes academic responsibility and honesty seriously. Students are expected to be responsible for timely submission of their assignments and regular and consistent attendance. If students have many missing assignments or constantly submit assignments late, they may not be allowed to complete the course.

In case of plagiarism and/or cheating, students will receive warnings and if repeated, there will be consequences such as withdrawal from the course, suspension from the school, and/or expulsion. For more information, please refer to the following explanation on Plagiarism and Cheating.

Plagiarism and Cheating:

According to “Growing Success : Assessment, Evaluation and Reporting in Ontario Schools”, plagiarism is “The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work”. (2010, p 151) If a student hands in an assignment (essay, research project, presentation, artwork or any other work for school, and the work is copied from another person’s work without giving credit/reference to the original author, the assignment will not be accepted as it is plagiarized. Examples include but are not limited to :

- Submitting another student’s work,
- Copying and pasting from the Internet or other sources without citing the source. ((in-text citations and/or bibliography)
- Paraphrasing from other sources without citing the source. (in-text citations and/or bibliography)
- Submitting a work written by any other person than student her/him/themself.

Students must turn their cameras on during tests and quizzes so that they can be proctored. Students are not allowed to open other tabs on their computers, and they are required to take



their tests in a quiet environment alone with no use of phones or other electronic devices except their laptops/computers.

Examples of cheating include but are not limited to:

- Asking someone else to take their tests for them,
- Using phones or other electronic devices to find answers,
- Copying and pasting answers from another student or from the Internet.

Assessment and Evaluation:

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify students' difficulties. Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programs and classroom practices.

Students' assessments and evaluation are based on the following works:

- Assessment *of* learning recorded through observations, conversations and student products such as conversation tests, presentations, essays, creative writing projects, unit tests, and final exams,
- Assessment *for* learning such as information gathered through daily assignments such as questions, group discussions or debates, exercises based on daily lessons, etc.²
- Assessment *as* learning such as peer assessment and self-assessment³.

Evidence for Students' Achievements:

Evidence of student achievement for evaluation is collected over time from three different sources: observations, conversations, and student products. Also:

² The purpose of Assessment *for* Learning is to consolidate students' knowledge and skills or to prepare for the next class. Assessments *for* Learning are not graded assignments.

³ The purpose of Assessment *as* Learning is to evaluate oneself's achievements throughout the course. Assessments *as* Learning are not graded assignments.



- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.
- Every assignment needs to be submitted on Moodle for teachers' feedback and revision, and upon course completion all the assignments will be archived.

5. School's Code of Conduct and Safe School Policy⁴

Wish High School follows Ontario's Code of Conduct for the education sector and the following principles apply to everyone in our school including students, teachers, and staff. We are committed to creating a safe and welcoming learning environment free of any form of bullying, harassment and violence.

School's Community Code of Conduct:

Students are expected to:

- come to school prepared, on time and ready to learn,
- show respect for themselves, for others and for those in authority,
- refrain from bringing anything to school that may risk the safety of others,
- follow the rules and take responsibility for their own actions.

Teachers and School Staff:

⁴ Ontario.ca



Teachers and school staff, under the leadership of their principal, help maintain a positive learning environment and hold everyone to the highest standard of respectful and responsible behaviour. Teachers and school staff uphold these high standards as role models when they:

- help students work to their full potential and develop their self-worth;
- empower students to be positive leaders in their classroom, school and community;
- maintain consistent and fair standards of behaviour for all students;
- ensure that school's online learning environment is free of cyberbullying, harassment and violent behaviour;
- design learning activities to help students develop respect for human rights and dignity, and to develop a sense of personal, social, and civic responsibility;
- show respect for all students, staff, parents, volunteers and members of the school community.

Principal provides leadership by:

- caring for the school community and commitment to student achievement and well-being, in a safe, inclusive and accepting learning environment,
- holding everyone under their authority responsible for their behaviour and actions,
- empowering students to be positive leaders in their school and community,
- Creating a healthy and safe school environment that is welcoming to all,
- Ensure that all members of the school community are kept well informed,
- communicating regularly and meaningfully with all members of their school community.

All school community members must:

- respect and follow all applicable laws;
- show honesty and integrity;
- respect differences in people;



- treat others with dignity and respect at all times, especially when there is disagreement
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour; ethnic origin, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status or disability;
- respect the rights of others;
- take the proper steps to help those in need;
- respect all members of the school community, especially those in a position of authority;
- respect the need of others to work in an environment that is good for learning and teaching, including by ensuring that cellphones and other personal mobile devices are only used during instructional time for:
 - educational purposes (as directed by an educator)
 - health and medical purposes
 - special education needs support
- seek help from school staff to resolve conflict peacefully, if necessary;
- not swear at a teacher or at another person in a position of authority.

Safe School Policy:

All classes are monitored by teachers and the principal to ensure that school's online environment is free from any form of cyberbullying, verbal or written harassment, racism, sexism, offensive language and/or misbehaviour because of one's religion, beliefs, gender, and sexual orientation. It should be noted that Wish High School has zero tolerance towards such behavior and if noticed or reported, there will be consequences as follows:

Warning Letter: If it is the student's first offense, a warning letter will be sent to the student and their parents/guardian.

Withdrawal from Course: If repeated, the student will be withdrawn from the course with no refunds.

Suspension: In severe cases, the student may be suspended from school for 2 to 6 months with no refunds.



Expulsion: In the most severe cases, the student will be expelled from the school and will not be registered again.

Accept

Diplomas and Certificates

1. The Requirements for the Ontario Secondary School Diploma⁵

To earn a high school diploma in Ontario, students must:

- earn 18 compulsory credits,
- earn 12 optional credits,
- pass the literacy requirement,
- complete a minimum of 40 hours of community involvement activities.

2. Compulsory Credit Requirements (total of 18)

According to the “Growing Success : Assessment, Evaluation and Reporting in Ontario Schools”, a compulsory credit is “A credit earned for successful completion of a course that is a requirement for graduation. Students must earn a total of eighteen compulsory credits in order to obtain the Ontario Secondary School Diploma. Fifteen of the credits are similar for all students, while the additional three credits are chosen by the student, one credit for each of three distinct groupings of courses”. (2010, p 144) Students must earn the following 18 compulsory credits to get their Ontario Secondary School Diploma.

- 4 credits in English (1 credit per grade)

⁵ <https://www.ontario.ca/page/high-school-graduation-requirements>



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

Group 1, 2 and 3 compulsory credits

Of the 18 compulsory credits, students must complete one from each of the following groups:

Group 1:

- English (including the Ontario Secondary School Literacy Course) or French as a second language
- Native languages
- First Nations, Métis, and Inuit studies
- Classical studies and international languages
- Social sciences and the humanities
- Canadian and world studies
- Guidance and career education
- Cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 2:

- Health and physical education
- The arts
- Business studies
- French as a second language
- Cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 3:

- science (Grade 11 or 12)
- technological education
- French as a second language
- computer studies
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

3. Optional Credit Requirements (total of 12)

According to the “Growing Success : Assessment, Evaluation and Reporting in Ontario Schools”, an optional credit is “A credit earned for successful completion of an optional course. Students must earn twelve optional credits in addition to the required eighteen compulsory credits to earn their Ontario Secondary School Diploma (OSSD). Students earn these credits by successfully completing courses selected from those listed as available in their school calendar”. (2010, p 151)

4. The Secondary School Literacy Graduation Requirement



All students must meet the secondary school literacy graduation requirement to earn their high school diploma. This means that students must choose one of the following:

OSSLT

Students living and studying in Ontario can take The Ontario Secondary School Literacy Test (OSSLT). The OSSLT is “The standard method for assessing the literacy skills of students for the purpose of determining whether they meet the Ontario secondary school literacy graduation requirement. The OSSLT is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9” . (ibid, p 150)

Students can check tests’ schedules on <https://www.eqao.com/>

Students who do not successfully pass the OSSLT will have to sit the test again.

OSSLC

Students living outside of Ontario but studying in Ontario or students who did not pass the OSSLT can take The Ontario Secondary School Literacy Course (OSSLC). OSSLC is “A course available, at the principal’s discretion, to students who fail the Ontario Secondary School Literacy Test or who meet other specified eligibility criteria. Mature students who have not yet attempted the test may enroll directly in the course. Students who pass this course are considered to have met the literacy graduation requirement.” (ibid)

5. The Community Involvement Requirements and Procedures

In order to earn OSSD, students are required to complete 40 hours of community involvement activities. The community involvement requirement is designed to provide students with the opportunity to develop awareness and understanding about civic responsibility. Students can actively participate in supporting and strengthening their communities. It also provides the opportunity for students to learn more about themselves and possible career opportunities.



Procedures for Students

Students may complete the 40 hours of community involvement activities at any time during their secondary school program. They may also complete any number of activities, as long as those activities result in the completion of 40 hours of community involvement. Students under the age of eighteen years will plan and select their community involvement activities in consultation with their parents.

Before beginning any community involvement activity, each student must complete and submit a “Notification of Planned Community Involvement Activities” form. The student will select an activity (or activities) from the board's list of approved activities, or an activity that is not on the list, provided that it is not an activity that is on the ministry's or board's list of ineligible activities. If the activity is not on the board's list of approved activities, the student will have to obtain written approval from the principal (that is, the principal's signature beside the activity described on the notification form). A student under the age of eighteen must complete the form in consultation with his or her or their parents, and must also have one parent sign the form. The student will sign the form and submit it to the principal or to another school contact designated by the principal (for example, the student's teacher-adviser). More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

When the activity is completed, the student must fill out the “Completion of Community Involvement Activities” form. The sponsor of the activity – that is, the person or organization that provided the community involvement activity – will complete the appropriate sections of the form to verify that the activity has been completed, and will sign the form. The form must also be signed by one of the student's parents if the student is under eighteen years of age. The student must submit the form to the principal or other school contact upon completion of the 40 hours, or at appropriate intervals determined by the principal.



Students will provide their parents with a copy of the document “Information on the Community Involvement Diploma Requirement”, which they will be given by the school. Students will also give a copy of this document to the sponsor of the community involvement activity.

The following section provides a list of eligible community involvement activities that students can choose to complete this requirement. There is also a list of activities which have been stated ineligible by the Ministry of Education.

List of Eligible Activities

Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and information settings.

- Volunteering and/or helping with activities for the senior citizens,
- Assisting with animal care, horseback riding programs, or volunteering assistance at a local zoo or petting farm,
- Assisting at a gallery, performing arts production or program, or in a community library program,
- Working and/or helping with people who are physically or mentally challenged,
- Tutoring younger students with their studies,
- Volunteering to raise money for recognized charities,
- Volunteering to help in a non-for-profit organization that is approved by the principal.

The Ministry’s List of Ineligible Activities



The ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience)
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible
- takes place in a logging or mining environment, if the student is under sixteen years of age
- takes place in a factory, if the student is under fifteen years of age
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult
- would normally be performed for wages by a person in the workplace
- involves the operation of a vehicle, power tools, or scaffolding
- involves the administration of any type or form of medication or medical procedure to other persons
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government
- involves banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).



6. Substitution Policy for Compulsory Course Credits

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3)

- The principal may substitute up to three compulsory courses with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2, 3)
- The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution (OS K-12 6.2). Substitutions are made to meet individual students' needs.
- Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. Students who have taken Native Languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as second language.
- Credits earned for co-operative education courses may not be used through substitution to meet compulsory credit requirements. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution for a compulsory credit, the principal will determine whether the substitution should be made.
- A principal may initiate consideration of whether a substitution should be made. The decision is made in consultation with the parent or adult student and appropriate school staff. English as a second language and English literacy development courses may not be used to substitute for a compulsory credit (they may be used, however, to meet the compulsory credit requirements for three English credits)
- No more than one learning strategy course, from the guidance and career education curriculum policy document may be used through substitution to meet



a compulsory credit requirement. Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.

- A Locally Developed Compulsory Credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.

7. The Requirements for the Ontario Secondary School Certificate (OSSC)

The certificate of achievement is awarded to students who leave school before earning the Ontario Secondary School Diploma, and who have earned a minimum of 14 credits (7 compulsory and 7 optional). These credits include the following:

7 Required Compulsory Credits:

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

7 Optional Credits:

- Students can choose any 7 credits from available courses.

8. The Certificate of Accomplishment

Students who wish to leave school before the age of 18 and without having met the requirements to earn OSSD or OSSC may be granted a Certificate of Accomplishment. The Certificate of Accomplishment can be used to recognize students' achievement if they plan to take vocational programs or other kinds of training courses or if they wish to find a job after leaving school.



Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

Curriculum

The secondary school program is designed to provide all students with the fundamental knowledge and skills they will need in any area of endeavour as well as the opportunity to specialize in and/or explore areas related to their postsecondary goals and personal interests. This program keeps options open for students in the earlier grades and prepares them in senior grades 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 approval, except in the case of sixteen- or seventeen-year-old students who have withdrawn from parental control

1. The Definition of a Credit

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 percent or higher) of a course that has been scheduled for a minimum of 110 hours. In granting credits, the following principles shall be followed:

- A credit is granted in recognition of the successful completion (that is, completion with a percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours
- Credits are granted by the principal on behalf of the Minister of Education.



- Every course is developed or approved by the Ministry of Education.
- A half-credit is granted for each 55-hour part of a 110-hour Ministry- developed course. Half-credit courses must comply with requirements outlined in Ministry curriculum policy documents.
- Credit may be granted for successful completion of an approved locally developed course.

Also, since Wish High School is fully online and asynchronous, the following principles are followed to account for the 110 hours for full-credit courses and/or for the 55 hours for half-credit courses. A half-credit may be granted for each 55-hour part of a 110-hour Ministry-developed course in accordance with the policy outlined in the curriculum policy documents:

- Students are required to log in their Moodle account on a regular basis (at least 3 or more times per week) and to interact with teachers and/or other students – logins are tracked by the course software or via the contributions to the collaborative conference;
- Students maintain a learning log documenting online and offline activities;
- Course content is designed to be 110 hours and/or 55 hours of planned learning activities (approximate time allocations and expectations being covered accompany course units and/or activities);
- Teacher support is available during the 110 hours and/or the 55 hours;
- A timeline and schedule for student participation and assignment submission is established upon registration (continuous intake) based on a 110 hour and/or 55 hour course;
- Teacher tracks student activity through the learning platform on a daily basis;
- Other tracking mechanisms available in the courseware.

2. Types of Courses in the Ontario Curriculum

As a high school student, you will have important choices to make that will open doors to your future, including the selection of your courses throughout high school.

Academic (Grades 9 and 10)



- Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- Example: English - ENG1D

Open (Grades 9-12)

- Learning expectations are the same for all students,
- Designed to prepare students for further study and to enrich general education in a subject
- Can be counted as compulsory or elective credits
- Example: Health and Physical Education - PPL10

College Preparation Courses (Grades 11 and 12) C in the 5th position

Provide students with the knowledge and skills needed to meet entrance requirements for most college programs

- Emphasis is on concrete applications of the theoretical material covered in the course and development of critical thinking and problem-solving skills
- Focus on the development of independent research skills and independent learning skills
- Example: Foundations for College Math - MBF3C

University Preparation Courses (Grades 11 and 12), U in the 5th position

- Provide students with the knowledge and skills needed to meet entrance requirements for university study
- Emphasis on theoretical aspects of the course content, with supporting applications
- Courses will focus on the development of both independent research skills and independent learning skills
- Example: Challenge and Change in Society - HSB4U

University/College Preparation Courses (Grades 11 and 12), M in the 5th position

- Include content that is relevant for both university and college programs



- Provide students with knowledge and skills needed to meet entrance requirements for specific university and college programs
- Emphasis on both theoretical aspects and related concrete applications of the course content
- Example: Financial Accounting Fundamentals - BAF3M

Workplace Preparation Courses (Grades 11 and 12), E in the 5th position

- Prepare students to move directly into the workplace or to be admitted to apprenticeship or other training programs in the community
- Emphasis on practical workplace skills
- Example: Environmental Science - SVN3E

N.B: Ontario's Ministry of Education is committed to addressing systemic discrimination and helping to break down barriers for Indigenous, Black, and racialized students, students from low-income households, students with disabilities, and students with special education needs. As part of this commitment, the Ministry of Education is removing Academic and Applied courses (de-streaming) in Grade 9 and implementing de-streamed courses. De-streaming will help ensure that students have as many opportunities as possible to make good choices about their future. De-streaming began with Grade 9 Math in September 2021 and will continue in September 2022 with the de-streaming of all other Grade 9 courses.

3. Ontario Course Coding System

The Ministry of Education has developed common course titles, descriptions and codes for use in Ontario secondary schools offering OSSD credits. The codes, of either 5 or 6 characters in length, are used to identify the subject, grade level and stream of courses taken and credits earned by students. The 6 characters are interpreted as follows:

The three first alphabetic letters may describe the subject of the course. The fourth character which is a number identifies the grade of the course. And the last alphabet letter determines the course type. Please check the following explanations for further information:



Subjects are identified by the following letters:

- A = Arts
- B = Business
- C = Canadian and World Studies
- E = English
- F = French
- G = Guidance and Career Education
- H = Humanities and Social Sciences
- L = International Languages
- M = Mathematics
- P = Physical Education
- S = Sciences
- T = Technology.

Grades are identified by numbers:

- 1 = grade 9
- 2 = grade 10
- 3 = grade 11
- 4 = grade 12

Course Types are identified by the last alphabet character:

- D = Academic
- C = College preparation courses
- E = Workplace preparation courses
- M = University/College preparation courses
- O = Open courses
- U = University preparation courses



4. Course Descriptions and Prerequisites

Prerequisites:

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information about prerequisites. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff.

Course Descriptions:

Students, parent/guardians can find the Ontario Curriculum Course Descriptions and Prerequisites using the following link:

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf>

Course Offerings:

5. Access to Outlines of the Courses of Study

Outlines of Courses of Study represent in summary form the material from the set of units making up the teacher's course of study and overall considerations relating to a course such as course evaluation. All Outlines of Courses of Study can be found on the school's website : www.wishhighschool.ca and on students' Moodle account.

6. Access to Ontario Curriculum Policy Documents

Ontario Curriculum Policy Documents can be found on the school's website: www.wishhighschool.ca and on students' Moodle.



7. Experiential Learning Programs

Experiential Learning Programs provide opportunities for students to see the relevance of their classroom learning and its connection to the broader world. They also help them develop transferable and interpersonal skills and work habits that prepare them for their future, and enable them to explore careers of interest as they plan their pathway through school to their postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace. Please note that Wish High School does not offer programs such as cooperative learning, job shadowing, or job twinning.

8. Policy Regarding Withdrawal from courses in Grades 11 and 12

If a student withdraws from a course, a “W” will be recorded in the “Credit Earned” column of the report card(s) issued subsequent to the withdrawal. For students (including students with an Individual Education Plan) who withdraw from a Grade 11 or 12 course more than five instructional days after the first report card is issued in a semestered school, or more than five instructional days after the second report card is issued in a non-semestered school, the student’s percentage mark at the time of withdrawal in the “Percentage Mark” column will also be recorded.

9. Procedures Related to Changing Course Types

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study. If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite. In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal.



10. Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency". The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document. The "equivalency" process is the process of assessing credentials from other jurisdictions. All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses.

Assessment instruments for the challenge process must include formal tests (70 percent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 percent of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance.

Determining equivalency involves the assessment of credentials from other jurisdictions. Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For students who are under the age of eighteen, or who are eighteen or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. Equivalency credits are granted to these students for placement only. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non inspected private schools or schools outside Ontario.

PLAR for Mature Students



The challenge and equivalency procedures are also available to mature students – that is, students who are eighteen years of age or over (i.e., adults) who are returning to school to earn a diploma after being out of high school for at least one year – but requirements concerning application of these procedures differ for this group because of their broader life experience. Principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet diploma credit requirements. Up to 16 Grade 9 and 10 credits may be granted to a mature student at the discretion of the principal following individual assessment. Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways: (1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process; (2) they may present education and/or training credentials for assessment through the equivalency process; or (3) they may take the course. Mature students will earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school, through correspondence. Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the Ontario Secondary School Diploma. Mature students working towards the OSSD under OSS must also satisfy the diploma requirements with regard to the provincial secondary school literacy test. Principals will determine the number of hours of community involvement activities that a mature student will have to complete.

11. Additional and Alternative Ways of Earning Credits

The majority of secondary school students will earn their credits towards the Ontario Secondary School Diploma by enrolling in the courses offered in their secondary school. However, a number will wish to consider alternative ways of earning the required credits. The options available to such students include: correspondence courses offered by the Independent Learning Centre; independent study; private study; continuing education (including summer



school), and private school. Students should notify the school if they decide to take courses using one of the above-mentioned ways.

12. Evaluation and Examination Policies

Effective assessment, evaluation, and reporting not only provide information about student achievement, but also afford a basis for improving both instructional programs and student achievement. A well-designed system of assessment, evaluation, and reporting based on clearly stated curriculum expectations and achievement criteria allows teachers to focus on high standards of achievement for all students and promotes consistency in these practices across Ontario.

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify students' difficulties as well as to detect weaknesses in programs. Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programs and classroom practices. Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade. Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents. Teachers will be provided with materials, including samples of student work (exemplars), that will assist them in their assessment of student achievement. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use assessment and evaluation strategies that:

- address both what students learn and how well they learn;



- are based on both the categories of knowledge and skills and the achievement level descriptions in the achievement chart for each discipline, as given in the secondary curriculum policy documents;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plans (see sections
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;

Students' assessments and evaluation are based on the following works:

- Assessment *of* learning recorded through observations, conversations and student products such as conversation tests, presentations, essays, creative writing projects, unit tests, and final exams,
- Assessment *for* learning such as information gathered through daily assignments such as questions, group discussions or debates, exercises based on daily lessons, etc,
- Assessment *as* learning such as peer assessment and self-assessment.

And it should be noted that:

- Seventy per cent of their final grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a



combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

- Every assignment needs to be submitted on Moodle for teachers' feedback and revision, and upon course completion all the assignments will be archived.

13. Reporting Procedures, including the school's report card and the Ontario Student Transcript

The information on student achievement gathered through assessment and evaluation should be communicated to students and parents at regular intervals and in a variety of informal and formal ways. The Provincial Report Card, Grades 9–12 is the formal instrument used to communicate student achievement to parents, and the Ontario Student Transcript provides the record of a student's standing with regard to the secondary school diploma requirements.

The Provincial Report Cards

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card documents the student's achievement in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved.

The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course. At the end of each course, a final grade is recorded, and credit is granted for every course in which the student's grade is 50 per cent or higher. The final grade for each course will be based in part on assessments and evaluations conducted throughout the course, and in part on a final evaluation. The relative weights assigned to these two components are specified in the curriculum policy document on program planning and assessment. Non-semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents three times a year:



- First : October/November
- Second: March/April
- Fina: June

The Ontario Student Transcript

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. The credits that a secondary school student has earned will be recorded on the OST. The OST must be established for any student enrolled in a credit or non-credit course by the school which maintains the OSR. The Ontario Student Transcript (OST) is a cumulative and continuous record of:

- a student's successful completion of Grade 9 and 10 courses;
- all the student's attempts, successful and unsuccessful, at completing Grade 11 and 12 courses;
- the student's completion of other diploma requirements.

An official OST containing a summary of all course work and diploma requirements completed will be issued to any student who requires a transcript and will be stored in the OSR.

The Ontario Student Record⁶

The OSR is the record of a student's educational progress through schools in Ontario. Upon the student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario.

Access to the OSR

⁶ See <https://www.ontario.ca/page/ontario-student-record-osr-guideline> for more details.



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

Under the Education Act, only supervisory officers and the principal and teachers of the school have access to the OSR for the purpose of improving the instruction of the student. As noted above, additional access may be permitted under municipal and provincial freedom of information legislation, under specified and limited circumstances.

The following components of the OSR will be retained for five years after a student retires from school:

- report cards
- the documentation file, where applicable
- additional information that is identified by the school board as appropriate for retention

The following components of the OSR will be retained for fifty-five years after a student retires from school:

- the OSR folder
- the OST
- the office index card

The destruction of all or any part of the OSR when its retention is no longer required under this guideline will be effected under conditions that ensure the complete and confidential disposal of the record.



Supports and Resources

1. Career/Life Planning and Individual Pathways Plan

It is important that students leaving secondary school should have a clear plan for their initial postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace, and with confidence in their ability to implement, and revise or adapt, their plan throughout their lives as they and the world around them change.

Wish High School provides all students with counseling once they are registered in order to create an Individual Pathways Plan and helps them to set goals for after their graduation. In addition, Wish High School arranges the following programs/events:

- University/College Application Package
- University Fairs
- Career Fairs
- Virtual University/College Virtual Tours
- University Information Sessions
- Career Mentors' Speech
- Extracurricular activities such as book/drama clubs, mentorship and leadership programs, etc.

2. Resources for Students and Parents

Students and parents/guardians will receive a list of course offerings and their outlines once students are registered and they can book an appointment with the school's advisor to create a plan for selecting courses based on their postsecondary goals.

3. Intervention Strategies, Supports and Programs for Student Success

Wish High School is committed to creating a safe and welcoming learning environment free of any form of bullying, harassment and violence. All classes are monitored by teachers and the



principal to ensure that school's online environment is free from any form of cyberbullying, verbal or written harassment, racism, sexism, offensive language and/or misbehaviour because of one's religion, beliefs, gender, and sexual orientation. It should be noted that Wish High School has zero tolerance towards such behavior and if noticed or reported, there will be consequences as follows:

Warning Letter: If it is the student's first offense, a warning letter will be sent to the student and their parents/guardian.

Withdrawal from Course: If repeated, the student will be withdrawn from the course with no refunds.

Suspension: In severe cases, the student may be suspended from school for 2 to 6 months with no refunds.

Expulsion: In the most severe cases, the student will be expelled from the school and will not be registered again.

Wish High School strongly encourages all students to report any form of bullying they have witnessed or experienced for school to take preventative action. These students are also encouraged to talk to the principal or a teacher.

For students who are at the risk of not graduating, Wish High School provides a consultation session with the school's counselor so that the counselor can advise the student or their parents on how to meet the requirements for graduation.

4. English Language Learners

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English-language schools is a language other than English. Ontario's linguistic heritage includes many First Nation and Inuit languages; the Métis language; many African, Asian, and European languages; and some varieties of English that differ significantly from the English required for academic success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English are spoken, or in which the



variety of English spoken differs significantly from the English used in Ontario classrooms. Other English language learners have arrived in Ontario as newcomers from other countries. These students may have experience of highly sophisticated educational systems, or they may come from regions where access to formal schooling was limited. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes. It is essential for all educators to understand the distinction between modifications and accommodations as well as the importance of providing either or both, as needed, to English language learners. These measures contribute to fairness and social justice for many students in an increasingly multicultural environment.

All students who do not have a language test score are required to take an ESL placement test before starting their courses at Wish High School. This placement test includes 2 parts: a written test and a speaking test. The written test has 3 sections: reading comprehension, grammar and vocabulary and writing. The speaking test is in the form of an interview with the principal about the student's previous access to schooling; experiences in school, including type of schooling; migration history and family circumstances; health; the student's strengths, hobbies, and interests; special needs and other related/potentially relevant information. Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision, and the rationale for the placement, to the student and parents.

If the student requires English language training, there are various options available to them:

- English as a Second Language Courses based on the Ontario Curriculum;
- English Literacy Development Programs;
- Individual assistance on a tutorial/resource basis;
- Increased opportunities to use technology in developing proficiency in English;

Also, all English language learners at different stages of learning English and/or



developing literacy in English will have program adaptations in order to be successful and teachers will make sure to

- use a variety of accommodations related to instructional strategies (e.g., extensive use of visual cues, graphic organizers, peer tutoring; strategic use of students' first languages);
- use a variety of learning resources(e.g.,use of visual materials,simplified texts, and bilingual dictionaries)
- use pre-teaching of key words;
- use simplification/repetition of instructions as needed;
- include simultaneous use of oral and written instructions

5. Resource Centers and Library

All students have online access to Wish High School's virtual library on their Moodle account.

Accommodations for Special Education

Although Wish High School does not modify curriculum expectations, we truly believe that students with special education needs should be given every opportunity to meet expectations set out in the Ontario curriculum policy documents. This is why, at Wish High School, we make sure to create the following accommodations :

- Providing additional support and time for assignments, exams and projects,
- Allowing students to use a dictionary to help with their understanding.

Additional Information

1. Online School Requirements



The following are the minimum hardware and software requirements for accessing the course content on Moodle:

Recommended Operating Systems

- Windows: 7 or newer Chromebook
- MacOs from 2018 and later.

Functioning computer:

- Processor: Minimum 1.0 GHz; Recommended 2.0 GHz or more
- Hard Drive: Minimum 50 GB; Recommended 100 GB or more
- Memory (RAM): Minimum 4 GB; Recommended 8 GB or above
- Sound card with speakers
- Webcam
- Microphone

We strongly recommend a computer fewer than 5 years old.

Reliable Internet connection:

- Ethernet connection (LAN) OR a wireless adapter (Wi-Fi)
- Internet speed: Minimum 10 Mbps; Recommended 20 Mbps or above

Recommended Software

- Chrome Web Browser
- Adobe Reader
- VLC Media player

2. Acceptable Use Policy : Cyber security, privacy, and online safety

Wish High School uses a professional LMS, Moodle, which follows the following security and privacy policy:



“At Moodle we do not collect, use or monetise any student data or anyone’s personal information from any of the thousands of Moodle LMS sites that exist worldwide”.

As for educational purposes and required by the Ministry of Education, students’ assignments will be archived upon their graduation. It should be noted that the students’ personal information as well as their educational profiles are confidential and will not be shared with anyone except the student (adult) or their parents/guardians. Every student and their parent must electronically acknowledge the existence of Acceptable Use Policy as a condition to receive access to Wish High School’s Moodle. The Acknowledgement will remain in effect until such time as the student no longer is enrolled at school.

Importance of Passwords:

Upon registration, each student will receive a unique username and password for their Moodle account and are required to change their password. It is highly recommended that students/parents/guardians note the following suggestions:

- Never share passwords with anyone such as friends, or even your best friends.
- Do NOT just use one password for all your accounts. . It is possible that someone might get ahold of your password and then use it to access other accounts or pass it on to someone else that will abuse it.
- Create passwords that are easy to remember but hard for others to guess.
- Longer passwords make it difficult for hackers and thieves to guess. Make the password at least 8 characters long.
- Be very weary when it comes to clicking on any link, whether from an email or the web.

Virtual Classroom Expectations:

Students are expected to:



- Treat others with kindness, dignity and respect;
- Join the online classroom and be prepared, and ready to learn;
- Treat the virtual classroom the same as an in-person classroom at school;
- Follow the online classroom expectations;
- Engage in and add to the learning community (e.g. participate, ask questions, etc.);
- Report activities motivated by bias, prejudice or hate to an adult or school staff member;
- Respect the privacy of everyone in the virtual classroom and avoid taking photos, screenshots or capturing images of other students;
- Do not share images/videos from a virtual classroom on social media without permission;
- Do not share the link to online meetings, activities or resources with anyone;
- Do not participate in unauthorized online collaboration during tests and exams;
- Do not anonymize yourself when participating in online classroom activities;
- Do not engage in any activities, digital or otherwise, that could be deemed malicious or harmful.

Course Offerings

The courses in the following section may be offered upon students' request and needs. For more information, refer to the following link:

<https://www.dcp.edu.gov.on.ca/en/curriculum#secondary>

English

	Grade 9	Grade 10	Grade 11	Grade 12
English		ENG2D	ENG3U	ENG4U
Ontario Secondary School Literacy Course ⁷				OLC4O

Canadian and World Studies

	Grade 9	Grade 10	Grade 11	Grade 12
Canada: History, University, Identity and Culture				CHI4U
World Issues: A Geographic Analysis				CGW4U
Civics and Citizenship		CHV2O		

Guidance and Career Education

	Grade 9	Grade 10	Grade 11	Grade 12
Career Studies		GLC2O		

⁷ A student who has been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice and who has been unsuccessful at least once is eligible to enroll in the Ontario Secondary School Literacy Course (OSSLC). A student may be permitted to take the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student to do so. Under special circumstances, and at the discretion of the principal, a student who has already met the literacy requirement for graduation purposes may be eligible to take the course. A mature student may enroll directly in the OSSLC without first attempting the OSSLT.

Business Studies

	Grade 9	Grade 10	Grade 11	Grade 12
Introduction to Business		BBI2O		
Business Leadership: Management Fundamentals				BOH4M

Science

	Grade 9	Grade 10	Grade 11	Grade 12
Biology			SBI3U	
Biolog				SBI4U

Mathematics

	Grade 9	Grade 10	Grade 11	Grade 12
Functions			MCR3U	
Advanced Functions				MHF4U
Calculus and Vectors				MCV4U

Social Sciences and Humanities

	Grade 9	Grade 10	Grade 11	Grade 12
Nutrition and Health				HFA4U

English as A Second Language

ESLCO

Course Descriptions

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 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 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

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.)

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

Canada: History, Identity, and Culture, Grade 12, University (CHI4U)

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to the development of identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. 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 the people, events, and forces that have shaped Canada.

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

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

Civics and Citizenship, Grade 10, Open (CHV2O)

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

Prerequisite: None

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

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

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

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

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 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

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

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

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

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

ESL Level 3, Open (ESLCO)

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

Prerequisite: ESL Level 2 or equivalent

References

- Growing Success : Assessment, Evaluation and Reporting in Ontario Schools. 2010.
- Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements. 2016.
- Ontario Student Record (OSR) Guideline, 2000.
- Ontario Student Transcript (OST) Manual, 2013.
- Education in Ontario: Policy and Program Direction. 2022.
- Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools. 2013.
- Private School Policy and Procedures Manual. Ministry of Education, 2013.