



# TORONTO INTERNATIONAL ACADEMY

HIGH SCHOOL  
COURSE CALENDAR  
**2024-2025**

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# ***Table of Contents***

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## **Part 1: School Information**

Our Goals and Philosophy.....	3
The Value of Completing Your Ontario Secondary School Diploma.....	3
School Year Organization.....	4
The School's Expectations.....	4
Students' Responsibilities.....	4
Students' Achievement.....	4
Attendance.....	4
School Code of Conduct and Policies.....	5

## **Part 2: Diploma Requirements**

Requirements for the Ontario Secondary School Diploma (OSSD).....	5
Compulsory Credits.....	6
Optional Credits.....	6
Online Learning Graduation Requirements.....	7
Requirements for the Ontario Secondary School Certificate (OSSC).....	7
Compulsory Credits.....	7
Optional Credits.....	8
The Certificate of Accomplishment.....	8
The Ontario Scholar Program.....	8
Community Involvement Requirements and Procedures.....	8
The Provincial Secondary School Literacy Requirement.....	9

## **Part 3: Curriculum Guidelines and School Policies**

Definition of a Credit.....	10
Types of Courses Available in the Ontario Curriculum.....	10
Grade 9 & 10 Courses.....	10
Grade 11 & 12 Courses.....	10
Explanation of Course Coding System.....	11
Courses Offered at Toronto International Academy.....	11
Substitution Policy for Compulsory Credit Requirements.....	12
Prerequisite Requirements and Waving Prerequisites.....	12
Access to Outlines of Courses of Study.....	12
Access to Ontario Curriculum Policy Documents.....	12
Policy Regarding Student Withdrawal from Courses in Grades 11 and 12.....	12
Procedures for Students Who Wish to Change Course Type.....	13
Procedures for Students Who Fail to Meet Course Expectations.....	13
Intervention Strategies and Support for Students.....	13
The Prior Learning Assessment and Recognition Processes for Equivalency Credits.....	13
Experiential Learning Programs.....	14
Cooperative Education.....	14

Job Shadowing.....	14
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#### **Part 4: Assessment and Evaluation**

Information on Evaluation and the Examination Policy.....	15
Assessment for Learning and Assessment as Learning.....	15
Levels of Achievement and the Achievement Chart.....	16
Final Grade.....	16
Information on Reporting Procedures.....	17
Ontario Student Record (OSR).....	17
Ontario Student Transcript (OST).....	18

#### **Part 5: Toronto International Academy School Services**

The Guidance and Career Education Program.....	19
The Individual Pathway Plan.....	20
Orientation Program.....	20
Exit Program.....	20
Education Planning.....	20
School Services.....	21
Facility.....	21
Counselling Service.....	21
Support for English Language Learners.....	21
Peer Tutoring.....	22
Extra-Curricular Activities.....	22
Remedial Programs.....	22
Community Resources.....	22

#### **Part 6: Toronto International Academy's Online School Policies**

The Definition of Online Attendance.....	24
Contacting Students and Parents Who Fail to Log-in.....	24
Online Log-in Expectations.....	24
Online Absences Recording.....	24
Outlines of Courses of Study Include Indications of Online & Offline Activities .....	25
Online Exam Proctoring Process.....	25
Oral Communication Expectations through Toronto International Academy's E-School.....	25
Minimum Hardware Requirements.....	25
Software Requirements.....	26
Acceptable Use Policy.....	26

#### **Part 7: Course Descriptions**

Course Descriptions.....	27-48
Academic Program Planning Guide.....	49



## **Our Goals and Philosophy**

Our objective is to provide high-quality programs that will foster positive learning experiences and academic excellence for our students. Toronto International Academy facilitates smooth and successful transitions into International post-secondary programs while simultaneously providing a stimulating and encouraging learning environment. Helping students adapt and integrate into the Canadian school system will broaden their horizons and allow them to succeed in all of their future academic and professional endeavours. Toronto International Academy is committed to helping each student fully realize his or her academic, intellectual, and social potential.

It is our mission, as an active member of our community, to commit ourselves to the following goals:

- Teaching students core values, such as respect and equitable treatment for all members of our community, individual self-worth, an understanding of the importance of life-long learning, and a high level of conduct befitting Canadian classrooms
- Nurturing each student's intellectual, emotional, and social growth with the aim of students becoming responsible citizens and motivated young adults
- Preparing our students to excel in Post-Secondary schools in North America and abroad as well as equipping students entering the workforce with the required skills needed for success
- Continuously assessing our efforts and the progress of our students to improve the overall quality of the Toronto International Academy experience for all students

## **The value of completing your Ontario Secondary School Diploma**

Completing your Ontario Secondary School Diploma (OSSD) is an important first step in achieving your future goals. The OSSD is designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives in the 21<sup>st</sup> century. The program is meant to help students become independent, productive, and responsible members of society.

By law, students are required to remain in secondary school until the age of 18 or until the student has obtained the OSSD. Please note that Toronto International Academy accepts students over the age of 18 who are interested in either completing their Ontario Secondary School Diploma or Ontario Secondary School Certificate or who wish to upgrade previous courses.



## **School Year Organization**

All courses are organized into a semester system. The school year is divided into four semesters and two summer school semesters. All students are required to complete one full credit of their program or more each semester. All of the class schedules are clearly displayed in the foyer and will be kept in the main office for a year.

Toronto International Academy issues its own Quickschools Report Cards (or the Provincial Report Card for non-TIA part-time students) as a way to communicate student performance with parents and/or guardians at the middle and at the end of each semester. Report Cards will include a midterm or final subject mark, learning skills and work habits, attendance, teacher comments, guidance counsellor comments, vice principal comments (if necessary), course history, and projected courses. Toronto International Academy teachers are also encouraged to give frequent mark updates throughout the semester by regularly informing students, parents and/or guardians, and admin staff of individual performance.

Toronto International Academy also offers night school and weekend classes.

## **The School's Expectations**

### **Students' Responsibilities**

The school requires students to observe follow the following expectations:

1. Attend school regularly, be punctual, and take responsibilities for their studies.
2. Observe school rules and the student code of conduct.
3. Respect the rights of others and their property.
4. Respect the health and safety of others.
5. Respect the educational process and the learning environment of others.
6. Respect the authority of all school employees.
7. Conduct themselves in a manner that brings credit to their school at all times.

### **Students' Achievement**

Toronto International Academy sets a high standard of performance regarding student achievement. This means that students are expected to put forth great effort into their studies and school related activities. Please note that excessive absences, missing homework and assignments, and cheating on tests, exams and assignments will result in NO CREDIT being given for the student's course work. If students continually fail to meet this standard, their school admission will be subject to review by the principal.

### **Attendance**

Daily student attendance is vital to the process of learning. Students who miss numerous classes will suffer in the evaluation process to a point where meaningful assessment may become impossible. Students who are absent from class must bring a note from the parent/guardian within three school

days of the student's return to class explaining each missed class in each subject; or, the parent/guardian must phone the school as early as possible on the day of the student's absence.

All students are informed of the attendance policy at the beginning of each course. Number of absences equivalent to 30% of the curriculum study in a course may result in the loss or deferral of the credit. All absences from school must be justified by parents or guardians, before or at the time of absence. If a student must leave school during the day due to illness or an appointment, the student is asked to report to the Administration Office. \*\*A copy of the warning letter will be kept in the student's OSR.\*\*

### **School Code of Conduct and Policies**

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe, and feel safe, in our school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

Toronto International Academy sets clear standards of behaviour. It specifies the mandatory consequences for student actions that do not comply with these standards. Our standards of behaviour apply not only to students, but also to all individuals involved in the school community- parents or guardians, volunteers, teachers and other staff members.

The school forbids the following:

1. Physical violence, intimidation, or threats.
2. The possession, use, or distribution of illegal or restricted drugs, including alcohol and cannabis.
3. The carrying or possession of weapons or simulated weapons.
4. Verbal abuse, profanity, racism, and sexism.
5. Disruption of the classroom or learning environment.
6. Vandalism of school property.
7. Smoking or Vaping on school property.

Breaches of these rules, including the defiance of school authority, will be taken most seriously and may result in suspension, or dismissal. In some cases, it may be appropriate for the school to involve the participation of the police.

Parents and students should know the School Act authorizes administrative officers, teachers, and other appropriate personnel at Toronto International Academy to discipline students in the classroom, the school at large and in extracurricular situations.

### **Requirements for the Ontario Secondary School Diploma (OSSD)**



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

- students must earn a minimum of 30 credits, including 17 compulsory credits and 13 optional credits;
- students must complete 40 hours of community involvement activities;

- students must complete the provincial literacy requirement; and
- students must earn two online learning credits (exemption possible with valid rationale)

### Compulsory Credits (total of 17)

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

- 4.0 credits in English (1 credit per grade)\*
- 3.0 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2.0 credits in science
- 1.0 credit in Canadian history
- 1.0 credit in Canadian geography
- 1.0 credit in the arts
- 1.0 credit in health and physical education
- 1.0 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics
- 1.0 credit in Technological Education (Gr. 9 or 10)\*\*

Plus 1.0 credit from one of the STEM group subjects:

- Business Studies
- Computer Studies
- Cooperative Education
- Mathematics (in addition to above requirement)
- Science (in addition to above requirement)
- Technological Education (in addition to above requirement)

### Note:

*\* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.*

*\*\*Applies for students entering grade 9 in the 2024-2025 school year.*

### Optional Credits (total of 13)

In addition to the 17 compulsory credits, students must earn 13 optional credits. Students earn these credits by successfully completing courses that they have selected from the courses listed as available in the program and course calendar.

*The 13 optional credits may include up to 4 credits earned through approved dual credit courses.*

## Online Learning Graduation Requirement

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

Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform. Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:

- examinations and other final evaluations
- occasional meetings with educators and other school staff, and
- access to internet connectivity, learning devices, or other supports

Parents/guardians may choose to opt their child out of the mandatory online courses required for graduation. Students age 18 years of age or older or students who are 16 or 17 years of age and have withdrawn from parental control can also opt out of the graduation requirement. In order to opt out, the parent/guardian and students will need to fill out and sign TIA's online learning opt-out form.

## Requirements for the Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

### 7 required compulsory credits

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

### 7 required optional credits

- 7 credits selected by the student from available courses

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

## **The Certificate of Accomplishment**

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment.

The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school.

The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment.

The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

## **The Ontario Scholar Program**

The Ontario Scholar Program recognizes students who have earned an Ontario Secondary School Diploma in the current or previous school year and who have attained an aggregate of at least 480 marks in any combination of ministry approved courses that provide a total of 6 credits. Upon the recommendation of their principal, these graduating students receive a certificate from the Minister of Education.



## **Community Involvement Requirements and Procedures**

Students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contribution they can make in supporting and strengthening their communities. Students will plan and select their community involvement activities in consultation with their parents and as part of the Individual Pathway Plan process.

Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 can start accumulating community involvement hours in the summer before they enter Grade 9. For mature students, principals will determine the number of hours of community involvement activities required.

Students are required to contact the office to get a form and are also responsible to record the activities and hours.



## **The Provincial Secondary School Literacy Requirement**

**The Ontario Secondary School Literacy Test (OSSLT):** All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. The OSSLT can be taken online in the fall and the spring.

**The Ontario Secondary School Literacy Course (OSSLC):** If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enrol in the OSSLC. Principals have the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student.

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy.

**Accommodations/Special Provisions/Deferrals/Exemptions:** Special provisions for English language learners may be provided for the test if the principal deems such provisions to be in the best educational interest of the student.

Deferrals can be granted for students who are English language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test.

Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the principal of the school in such cases.

Exemptions are to be provided to students on an individual basis. To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the literacy graduation requirement and *a clear indication that the student is not working towards an OSSD*. Both parental consent and the approval of the principal are required for an exemption.



## **Definition of a Credit**

A credit is a successful completion of a course for which a minimum of 110 hours of instructional time has been scheduled. A half credit comprises of a completion of 55 hours of the scheduled instructional time.

A credit is granted to a student by the principal of a secondary school on behalf of the Ministry.

## **Types of Courses Available in the Ontario Curriculum**

### **Grade 9 and 10 Courses**

The following three types of courses are offered in 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.

As part of the Ministry of Education's efforts to de-stream courses, starting in the 2022-2023 school year, all former grade 9 Applied (P) courses are no longer be offered.

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

### **Grade 11 & 12 Courses**

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

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

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

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

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

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

## Explanation of Course Coding System

Every subject is identified by a common course code designated by the Ministry of Education. It consists of five code characters: E.g. ENL 1W

The first three characters represent the discipline and the subject (E.g. ENG refers to English). The fourth character refers to the grade of the course:

1 – Grade 9                  2 – Grade 10                  3 – Grade 11                  4 – Grade 12

The fifth character refers to the course type:

B – Essential                  D – Academic                  P – Applied (gr.10 only)                  O – Open

U – University                  C–College                  M –University / College

E – Workplace                  W – De-streamed (gr.9 science, math, and English only)

## Courses Offered at Toronto International Academy

SUBJECTS	GRADES	TYPES OF COURSES
English	Gr. 9-12	De-streamed,Academic, University/College
English as a Second Language	Level AO-EO	Open
French	Gr. 9	Open
The Arts	Gr.10-12	Open, University/College
Business Studies	Gr.10-12	University/College
Canadian and World Studies	Gr.10-12	Academic, University/College
Computer Studies	Gr. 10-12	Open, University
Guidance and Career Education	Gr. 10	Open
Health and Physical Education	Gr. 11-12	Open
International Languages	Gr. 9 -12	Academic, University
Mathematics	Gr. 9-12	De-streamed,Academic, University/College
Ontario Secondary School Literacy Course (OSSLC)	Gr.12	Open
Science	Gr. 9-12	De-streamed,Academic, University
Social Sciences and the Humanities	Gr.11-12	University/College
Technological Education	Gr.9-12	Open, University/College

Note: A class may be cancelled due to insufficient enrolment.



## **Substitution Policy for Compulsory Credit Requirements**

In order to provide the flexibility and tailor an individual student's program to the student's needs and to support his or her progress through secondary school, the principal may substitute **up to three** compulsory credit courses with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3). Substitutions should be made to promote and enhance student learning or to respond to special needs and interests.

The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript.

## **Prerequisite Requirements and Waiving 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.

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. A principal may also initiate consideration of whether a 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.

## **Access to Outlines of Courses of Study**

The Principal and Teaching staffs retain on file up-to-date copies of the outlines of all of the courses of study for courses offered at our school. Parents and students who want to review the course outlines may do so by contacting the administration staff. These are available in the front office.

## **Access to Ontario Curriculum Policy Documents**

The secondary school course curriculum and policy documents may be viewed at the Ministry of Education website: <http://www.edu.gov.on.ca>



## **Policy Regarding Student Withdrawal from Courses in Grades 11 and 12**

If a student wishes to withdraw from a course in grades 11 and 12, she or he has to make a formal request to the administration office with a valid reason **within five days after the first class** of the course. Personal counselling will be offered to the student to review the situation and the school will

try to find other alternative courses for the student. In some cases, withdrawal from courses in Grades 11 or 12 may not be granted if the situation jeopardizes the graduation requirements of the student.

### **Procedures for Students Who Wish to Change Course Type**

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need.

In Grades 10-12, 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 Center, 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.

### **Procedures for Students Who Fail to Meet Course Expectations**

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

### **Intervention Strategies and Supports for Students**

In accordance with Ministry policy on *Student Success/Learning to 18*, Toronto International Academy, teachers, and staff are committed to doing everything in their means to help students who are struggling to pass a course, or with attaining their OSSD, including:

- arranging a consultation with parent(s) and/or guardian(s)
- using verbal reminders
- reviewing of expectations
- assigning written assignments that require reflection and involve a learning component
- requiring a student to perform volunteer service to the school community
- arranging conflict mediation
- referring a student to counselling
- giving extensions for late assignments
- extra-help
- tutoring recommendation
- assigning zeroes and late marks only as a last resort

### **The Prior Learning Assessment and Recognition Processes for Equivalency Credits**

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated

against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits.

The PLAR process is in compliance with ministry policy and 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 course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions

For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning.

Prior Learning Assessment and Recognition (PLAR) may allow for students to be granted up to 26 equivalent credits toward the OSSD as outlined in Appendix 2–Ontario Schools Kindergarten to Grade 12, Policy and Program Requirements 2011.

### **Experiential Learning Programs**

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Experiential learning programs include job shadowing which may start in Grades 7 and 8, and work experience and cooperative education, which are offered in secondary school.

### **Cooperative Education**

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination.

The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) must be developed for all students in a cooperative education program. A student's progress in achieving the curriculum expectations and in meeting the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor.

### **Job Shadowing**

Job shadowing allows a student to spend one-half to one day(or, in some cases, up to three days) observing a worker in a specific occupation. The preparation of students for job shadowing should include instruction related to workplace expectations and health and safety requirements. Students should be given the opportunity to reflect on their experience and the learning that has occurred.

Schools are responsible for ensuring the selection of appropriate placements in safe work environments. A Work Education Agreement form must be completed by students for a job shadowing that lasts for more than one day.



### **Information on Evaluation and Examination policy**

The primary purpose of assessment and evaluation is to improve student learning.

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value (grade) to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on *assessment of learning* that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

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

Student products may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class.

Final evaluation for most courses will take place in the form of an exam, to be written on the last day of the course. Please be aware that absences will only be excused if accompanied by a doctor's note. It is the student's responsibility to ensure that travelling plans will not be made on the date of the exam.

### **Assessment for Learning and Assessment as Learning**

The primary purpose of assessment *for* learning and *as* learning is to improve student knowledge and to help students become independent learners. Educators at Toronto International Academy are committed to designing and implementing authentic assessment strategies that promote student achievement of the provincial curriculum expectations. Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, performances, peer and self-assessments, self-reflections, writing tasks, and quizzes. A balanced assessment and evaluation program will focus on:

- **Knowledge and Understanding:** Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (Understanding)

- **Thinking:** The use of critical and creative thinking skills and/or processes
- **Communication:** The conveying of meaning through various forms
- **Application:** The use of knowledge and skills to make connections within and between various contexts

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

### **Levels of Achievement & the Achievement Chart**

The achievement chart is a standard, province-wide guide to be used by teachers to make judgments about student work based on clear performance standards.

The following table provides a summary description of achievement in each percentage grade range with the corresponding level of achievement:

<b>Percentage Mark</b>	<b>Summary Description</b>
80-100 (Level 4)	The Student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard.
70-79 (Level 3)	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard.
60-69 (Level 2)	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard.
50-59 (Level 1)	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard.
below 50%	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.

Level 3 (70-79%) represents the “provincial standard” for achievement of the expectations in a course. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course

### **Final Grade**

The student’s final grade for this course will be determined as outlined in Growing Success 2010. The final grade will be determined as follows:

Seventy percent (70%) of the grade will be based on evaluation of student products, observations, and conversations conducted throughout the course. This portion of the grade should reflect the students’ most consistent level of achievement throughout the course, although special consideration should be given to the more recent evidence of achievement.

Thirty percent (30%) of the grade will be based on a final evaluation administered at or towards the end of 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 of the course.

A credit is granted and recorded for every course in which the student's final percentage mark is 50 per cent or higher. Procedures for students whose final grade is below 50 per cent and who do not receive a credit are outlined in the ministry policy document *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011*.

### **Information on Reporting Procedures**

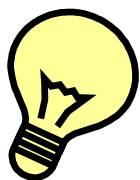


Student achievement of the curriculum expectations and the learning skills and work habits must be communicated formally to students and parents by means of the **TIA Report Cards** (or the Provincial Report Card, Grades 9–12, for non-TIA part-time students).

Report Cards will be distributed by the school's guidance counsellor at mid-term and at the end of each quadmester. Report Cards will consist of a mark, learning skills and work habits, attendance, teacher comments, guidance counsellor comments, vice principal comments (if necessary), course history, and projected courses. Toronto International Academy teachers are also encouraged to give frequent mark updates throughout the semester by regularly informing students, parents and/or guardians, and admin staff of individual performance.

Parents/Guardians and teachers are encouraged to contact one another at any time during the school year to address any questions or concerns. Communication with parents and students about student achievement should be continuous throughout the course, by means of parent-teacher or parent-student-teacher conferences, interviews, phone calls, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.

All courses and marks of day school students will be recorded in the Ontario Student Transcript. Students requesting a transcript throughout the school year may obtain a copy from the guidance counsellor.



### **Ontario Student Record (OSR)**

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. Principals are required to collect information for inclusion in the OSR for each student enrolled in the school and to establish, maintain, retain, transfer, and dispose of the OSR. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario.

The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose

of the record". The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.



### **Ontario Student Transcript (OST)**

The Ontario Student Transcript (OST) is a comprehensive record of all coursework and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required.

Upon the student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder.

#### **The OST will include:**

- all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses completed successfully or attempted unsuccessfully by the student, with percentage grades obtained and credits earned;
- all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OS/OSS or through the equivalency process under OSIS;
- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements;
- confirmation that the student has completed the forty hours of community involvement;
- confirmation that the student has successfully completed the provincial secondary school literacy requirement;
- confirmation that the student has successfully completed the online learning requirement.<sup>1</sup>

These requirements are outlined in Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011 (OS), section 4.1.2.

All references to "Grade 11 and 12 courses" include Grade 11 and 12 courses offered under Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (OSS), as well as under Ontario Schools: Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements, 1989, rev. ed. (OSIS), as indicated in *The Ontario Student Transcript (OST): Manual*, 2013.

The OST is a component of the Ontario Student Record (OSR), and the legislation that applies to the OSR applies also to the OST. This legislation is set out in section 266 of the Education Act and in the

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<sup>1</sup> This requirement has been outlined in Policy/Program Memorandum 167 on February 1, 2022.

Ontario Student Record (OSR): Guideline, 2000. Updated pages for the OSR guideline are distributed to school boards if there are policy changes.

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

### **The Guidance and Career Education Program**

The guidance and career education program is an integral part of the secondary school program at Toronto International Academy. The goals of the program are to assist students with creating a clear plan for their initial postsecondary destination, and beyond. As students are the architects of their own lives, Toronto International Academy hopes to instill in them the confidence to implement, revise, and adapt their plan throughout their lives.

The guidance and career education program has three areas of learning:

- 1) Student development (i.e., the development of habits and skills necessary for learning)
- 2) Interpersonal development (i.e., the development of the knowledge and skills needed in getting along with others)
- 3) Career development (i.e., the development of the knowledge and skills needed to set short-term and long-term goals in planning for the future).

Two of the three areas of learning – student development and interpersonal development – are integrated within the learning skills and work habits described in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools –First Edition, Covering Grades 1 to 12*. For each of the learning skills and work habits, the document provides examples of associated behaviours, which are designed to guide teachers in the instruction, assessment, and evaluation of the learning skills and work habits.

The third area of learning (career development) helps students reflect critically on their strengths, needs, and interests; set goals; and identify learning opportunities and strategies to achieve their goals.

The career development competencies are “knowing self”, “exploring opportunities”, “making decisions”, and “preparing for change and making transitions”.

The policy document *Creating Pathways to Success and Education and Career/Life Planning Programs for Ontario Schools, Policy and Program Requirements Kindergarten to Grade 12, 2013* outlines three goals to help students with their career/life planning. The goals of the education and career/life planning program are to:

- ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process;
- provide opportunities for this learning both in and outside the classroom;
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

Toronto International Academy aims to support all students with their education and career planning by involving parents, teachers, and staff in the development of the program and through the implementation of [myBlueprint](#) software.

In order to earn an OSSD, all students are required to successfully complete the Grade 10 career studies course. Students may also take additional courses from the guidance and career education curriculum policy document, one of which may count as a compulsory credit in Group 1.

The Individual Pathway Plan (IPP): Toronto International Academy encouraged students to establish, review, and revise their IPP on a regular basis. TIA encourages students to use [myBlueprint](#) software for the planning of their courses and university program choices. Please refer to the next heading entitled, “Education Planning” for further information on [myBlueprint](#).

Orientation Program: Orientation programs are designed to help students adjust to school at key transition points, such as entry or re-entry into school and the move from elementary to secondary school. Students who change schools, as well as students enrolled for the first time in schools operated by Ontario school boards, also need such programs.

Exit Program: The goal of an exit program is to help students who leave secondary school on or before graduation to make a successful transition to the next stage of their lives. Exit programs should include a review of the student’s Individual Pathways Plan and information to support the student in reaching his or her future goals.

## **Education Planning**

**Course Selection (web-based):** The [myBlueprint](#) Education Planner is an online tool available to all Toronto International Academy students and parents to research educational options for all pathways (apprenticeship, work, college, and university), explore career options, plan secondary school courses, set short-term and long-term goals, build resumes, and much more.

To create an account, go to [myBlueprint.ca](#) and click the “Sign Up” box on the top-right. Enter the Activation Key, **tia**, and finish by clicking “Create Account”. Once a counsellor has approved the student’s account, the student can start taking advantage of the many benefits that [myBlueprint](#) has to offer.

**Academic Program Planning Guide:** Students preferring a paper-based planning method will be given a chance to review their course selection in the Academic Program Planning Guide (see page 43).

**Ontario Universities’ Fair:** The Ontario Universities’ Fair (OUF) is meant to help secondary school students gather information about Ontario’s 21 universities. The OUFGives students an opportunity to speak with representatives from each Ontario university about programs, campus life, admission requirements, and anything else that may help them decide which Ontario university to choose.

Each year, Toronto International Academy arranges a trip for students to visit the fair, accompanied by a school guidance counsellor.

Visit [www.ouf.ca](#) for more information.

**Ontario College Information Fair:** The Ontario College Information Fair (OCIF) is meant to help secondary school students gather information about Ontario's colleges. The OCIF gives students an opportunity to speak with representatives from each Ontario college about programs, career opportunities, admission requirements, academics, housing, and student life. Please visit [www.ocif.ca](http://www.ocif.ca) for more information. Each year, Toronto International Academy arranges a trip for students to visit the fair, accompanied by a school guidance counsellor.

**University and College Seminars:** Each year, Toronto International Academy invites different college and university representatives to come to the school and deliver seminars regarding admissions requirements, programs offered, and student life. Please see the Student Bulletin in the front foyer for a list of dates and times that the universities and colleges are scheduled to visit Toronto International Academy.

**Applying to College/University Info. Session:** Every September, a Toronto International Academy guidance counsellor will be giving seminars on what students need to know before applying to college/university. Topics include general admission requirements, IELTS, due dates, where to find information, how to apply, and much more. Please see the Student Bulletin in the front foyer for specific dates.



### **School Services**

**Facility:** Toronto International Academy is well equipped with textbooks, manuals, and all the necessary materials for optimum student learning. Teachers bring to their classes as many varied resources as relevant to the topic of study or topic of discussion. Students have access to a computer lab that can be used for research or study purposes. Students are also encouraged to bring their own devices to class to enhance their learning experience. The Central Library and other library branches are close to the school's location.

**Counselling Service:** A school counsellor is available on site to assist students in need of academic, career, or personal advice. Counsellors are available to meet with students in person or via telephone to help ensure students make the best choices possible. It is highly recommended that each student contact the Guidance Counsellor to familiarize themselves with the admission requirements and admission process for their Post-Secondary school selections.

**Supports for English Language Learners:** English language learners (ELLs) are students whose first language is other than English, or is a kind of English that is significantly different from the variety used for instruction in Ontario's schools. An ELL may require focused educational supports to assist them in attaining proficiency in English. They come from diverse backgrounds and school experiences, and have a wide variety of strengths and needs.

Toronto International Academy does its best to create a welcoming and inclusive learning environment for English language learners by offering various types of supports, including a wide variety of materials in the student's language, interpreters, individual tutoring, grammar and conversation classes, and teachers with ESL qualifications. With the help of the ESL teacher, all subject teachers are aware of the necessary adaptations and teaching strategies needed in classroom instruction and assessment to help accommodate ESL students. Every effort is made to

provide resources, activities, and field trips that reflect the linguistic and cultural makeup of the school.

Individual tutoring with an ESL qualified teacher is also available for students who require extra help outside of the classroom. Grammar and conversation classes are also held weekly to help students further their writing and communication skills.

Peer Tutoring: Students are welcome to participate in peer tutoring at the end of day time classes. This is a free service in which high-performing students are paired up with those who need to academic help (e.g. writing skills, math skill, etc). The guidance counsellor may suggest a struggling student to be paired up with another student, or a students may come to the guidance counsellor to ask for a peer tutoring opportunity. As a peer tutor, a student is eligible to accumulate volunteer hours as well.

Extra-Curricular Activities: Field trips and sports programs are important components of students' learning and growth, and are offered to students upon availability. All students are welcome to join; a small fee will be charged for each student to cover the basic cost of the activity. Also, in academic support, extra tutoring sessions and courses of special interests (i.e. IELTS, TOEFL & SAT preparation) are also provided for students. A nominal fee will apply.

Remedial Programs: Access to remedial programs will be given according to the student's individual need. These programs will be offered after school hours or on an appointment basis with their course teacher.

## **Community Resources**

**YMCA:** Located near Square One shopping mall, the YMCA is a place that offers lots of programs catered to youth such as fitness, swimming, leadership training, resume and career workshops, and much more. Students can even earn their volunteer hours at YMCA. Find out more at [ymcagta.org](http://ymcagta.org).

**Central Library:** Also close to Square One, the Central Library is the biggest library in Mississauga! Not only is it a great place to study (high school and college/university students use it lots during exam periods), but it also offers free conversation classes! Visit [mississauga.ca/portal/residents/central library](http://mississauga.ca/portal/residents/central%20library) for more information.

**Conversation Circles:** If you want to improve your fluency, build vocabulary, and gain confidence in speaking English, check out [mississauga.ca/portal/residents/newcomers](http://mississauga.ca/portal/residents/newcomers). Click on the featured article *English Conversation Circles* to get a schedule of the conversation classes offered at different locations in Mississauga. International students are welcome, and lessons are **FREE!** Classes fill up quickly so make sure you call in advance to sign up.

**Mississauga Transit (bus):** The Mississauga bus system is known as MiWay. Students are entitled to receive discounts on bus passes and fares. Check out [www.mississauga.ca/portal/miway](http://www.mississauga.ca/portal/miway) for more information. You can also use this website to plan your trip and look up bus routes and schedules.

**GO Transit (bus/train):** The GO transit system is a GTA-wide system of public transportation. It includes bus and train services, and students are entitled to receive discounts on passes and fares.

Check out [www.gotransit.com](http://www.gotransit.com) for more information. You can also use this website to plan your trip and look up bus/train routes and schedules.

**Cultural/Community Centers:** Various cultural centers can be found in the city of Mississauga, including the Chinese Association of Mississauga, the Vietnamese Community Centre of Mississauga, among others. Within Mississauga there are also various City community centers, which hold cultural and sports activities that could be registered for by students.

**Youth Centers:** Students have the option of being part of various youth centers in Mississauga, including the Erin Mills Youth Center, the YMCA, Nexus Youth Services, etc. These are locations that cater to young people who would like to socialize and network with others of their age group. Select youth centers in the city also offer counselling and support services as well.

**Living Arts Center:** The Living Arts Centre (LAC) is a not-for-profit, charitable organization, located beside the Square One Shopping Mall, which operates the premiere arts and culture facility. This is a place for students to experience performances (concerts, theatre, comedy, etc) in Mississauga, which run annually and throughout the year. The LAC also holds various workshops and lessons (wood carving, arts, dancing, etc), and other events, that can be signed up to for a fee.



# Toronto International Academy's Online School Policies

## **The Definition of Online Attendance**

Because Toronto International Academy runs asynchronous online courses (with some synchronous meetings), students are free to log-in and work on their course material at their own pace. Courses are designed to take 110 hours to complete and all course assignments, including the final exam, must be completed at most within 5 months from the start of enrolment. If a student asks for a course extension, the maximum extension time is 1 extra month (as per the teacher's professional judgement).

Regular attendance at E-school is critical for the student's learning and achievement of course expectations. Where, in the principal's judgment, a student's frequent absences from E-school are jeopardizing his or her successful completion of a course, school staff will arrange to 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. A meeting or online conference, with all stakeholders, will be scheduled as soon as possible to ascertain the cause of the absence from the course.

If a student fails to attend their course and does not participate in the planned online activities then the student, and the parent(s) of the student, if under 18 years of age, will be contacted by the school principal. A meeting or online conference, with all stakeholders, will be scheduled as soon as possible to ascertain the cause of the absence from the course.

Students are expected to login 2 times each week, not including scheduled holidays, for the entire duration of the course. **If a student fails to login to their course twice in a single week, then an absence will be recorded on their report card.** Students are expected to complete the course in chronological order.

A student may drop a course, with the course fee refunded, only in the case where the desire to drop is indicated **within 2 weeks of the course start date and there was no activity in the course.**

## **Contacting Students and Parents Who Fail to Log-in**

If a student fails to attend their course and does not participate in the planned online activities then the student, and the parent(s) of the student, if under 18 years of age, will be contacted by the school principal. A meeting or online conference, with all stakeholders, will be scheduled as soon as possible to ascertain the cause of the absence from the course.

## **Online Log-in Expectations**

Students are instructed to login to their course on a regular basis. Students can assume that a 110-hours course, completed in **10 weeks**, would entail an approximately **2 hours** of work spent online and offline (recorded in the Time Log). However, students are expected to work at their own pace and are free to complete the course, as they are able. Toronto International Academy does not track student hours but rather, student performance in the form of assessments and evaluations. Courses have been carefully designed to take 110 hours and units and activities have been broken down to meet this expectation.

## **Online Absences Recording**

Student course participation is verified through login records and the consistency of their work, examined by the course instructor, over time. If a student fails to attend their course and does not participate in the planned online activities for 2 weeks, then the student will be contacted by the online school coordinator with a warning letter, indicating that course will be suspended and that an action plan is needed from student. If the student does not reply within a week, course would be suspended, and student would not be able to access course for a month. The school will be waiting for student to reply, and if no reply is made the student would be withdrawn from course with no refund.

## **Outlines of Courses of Study Include Indications of Online and Offline Activities**

Toronto International Academy online courses are designed to be entirely online and often do not require or rely on any textbook. If a course requires offline activities then these will be listed in the Course of Study. A list of additional resources a student may wish to consult is made available through the Courses of Study synopsis provided at the start of each course.

## **Online Exam Proctoring Process**

While TIA requires students to write the exam at the school in-person, there are circumstances wherein students cannot fulfill this requirement. If the final exam must be written off-site then it must be written under the supervision of an impartial individual known as the Proctor, who would be a TIA teacher or staff member. In this situation, the exam will be written online, using video calling (Zoom, Skype, etc)

## **Oral Communication Expectations through Toronto International Academy's E-School**

Periodically, students will plan, prepare, and deliver their own oral presentation, to be submitted in various formats, through various means, including the Moodle system, Zoom Video, and Telegram Messenger.

## **Minimum Hardware Requirements**

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

- Recommended Desktop Standards: PIII, 256 MB, Macintosh G3, or better (minimum: P II 128MB)
- Windows XP Service Pack 2, OS 10.3, or better (minimum: Windows 98, Mac OS 8.6)
- Internet Explorer 6.0 or better (minimum: Internet Explorer 5.5.)
- Adobe Acrobat Reader 6 or better (minimum: Reader 5)
- Windows Media Player 9
- Macromedia plug-ins (including mandatory: Flash)
- A DSL or better connection to the Internet. Speakers
- Monitor (screen resolution 800 x 600, 16 bit colour) or better
- A typical Office suite of applications; specifically, a word processor application, spell checker, equation editor, and a spreadsheet application are mandatory
- Math students are encouraged to use a scanner to submit handwritten assignments rather

than typing up their math assignments

- Students taking English courses will need access to a microphone connected to their computer
- Data Transmission Standards: TCP/IP
- Minimum Bandwidth Standards Single Computer: modem. LAN - Switched 10/100 Mb

## Software Requirements

**Zoom Video** will be the primary software used for the purpose of **live video conferencing with teachers**. **Telegram Messenger and Email** will be the primary tool for written communications between students and teachers. Some courses may require access to some OSAPAC software, specifically at this time, Geometer's Sketchpad, Simply Accounting or Smart Ideas. It is recommended that up-to-date virus, spyware, and adware protection be implemented.

## Acceptable Use Policy

The school reserves the right to monitor all material in user accounts on the file server in order to determine the appropriateness of computer use when a challenge has arisen. The following processes have been put into place:

The Moodle Learning Management System at Toronto International Academy is intended for educational purposes only. Any use of any Learning Management System (LMS) tool within a course for any other purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.

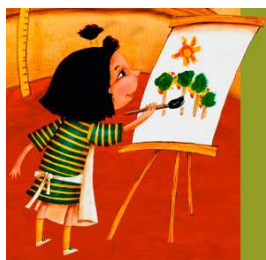
- Student access into the LMS is provided as long as the student follows the guidelines set by the school Principal, provincial, and federal laws
- If the LMS is used inappropriately or in a prohibited manner, the Principal reserves the right to terminate the registration or suspend the user. There is the possibility of further disciplinary action including legal prosecution, if the appropriate laws, regulations, or contracts deem it necessary
- Malicious LMS network damage; interference or mischief will be reported to the appropriate authorities
- It is important to be aware that activities in an online environment are not private
- The school reserves the right to monitor all material that is placed in a user's account and to remove it if deemed necessary

The security of the online environment is only as effective as the practices of its users. Therefore, it is important that the student user:

- Never reveal your password to your course to any individual (except your parents/guardians)
- Immediately report to your Principal any email or chat message which causes you concern or any message which requests inappropriate personal information from you
- Never attempt to access unauthorized material or to impersonate another user
- Any attempt to vandalize, harm or destroy data of another user is prohibited
- Any attempt to vandalize the data of the course or school is also prohibited



## **Course Descriptions**



### **The Arts**

#### **Visual Arts**

Grade 10, Open

**AVI20**

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.

**Prerequisites:** None

#### **Visual Arts**

Grade 11, University/college Preparation

**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, 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.

**Prerequisite:** Visual Arts, Grade 9 or 10

#### **Visual Arts: Photography**

Grade 11, University/College Preparation

**AWQ3M**

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities and will consolidate their practical skills. Students will also analyse art works and study aspects of art history. This course,

specifically, introduces students to photography as a creative tool in the art of image-making. Students will have the opportunity to investigate and explore the characteristics of digital photography through a variety of camera and computer experiences. A photography history component will help students understand the development of photography, past and present. A functioning SLR camera must be provided by the student for this course.

**Prerequisite:** Visual Arts, Grade 9 or 10, Open. Ownership of a digital camera is strongly recommended.

### **Visual Arts: Photography**

**AVI4M**

Grade 12, University/College Preparation

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: Photography**

**AWQ4M**

Grade 12, University/College Preparation

This course focuses on the refinement of students' skills and knowledge in the photographic arts. Students will work with both traditional and digital photographic art forms; use theories of art to analyse and produce photographic art; and increase their understanding of stylistic changes in modern and contemporary Western photographic art, Canadian (including Native Canadian) art, and photographic art forms from various parts of the world. The emphasis of the course will be based upon students creating their own extended body of work on personally developed themes.

**Prerequisite:** Visual Arts: Photography, Grade 11, University/College Preparation. Ownership of a digital camera is strongly recommended.



### **Business Studies**

#### **Building the Entrepreneurial Mindset**

**BEM10**

Grade 9, Open

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

**Prerequisites:** None

#### **Launching & Leading a Business**

**BEP20**

## Grade 10, Open

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

**Prerequisites:** None

## **Introduction to Financial Accounting**

**BAF3M**

Grade 11, University/College

This course introduces students to the fundamental principles and procedures of accounting, with emphasis on accounting procedures used in service and merchandising business. Students will develop an understanding of the connections between financial analysis, control, and decision making in the management of a business, as well as the effects of technology and globalization on accounting procedures and the role of an account.

**Prerequisite:** None

## **Entrepreneurship: The Venture**

**BDI3C**

Grade 11, College Preparation

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

## **Principles of Financial Accounting**

**BAT4M**

Grade 12, University/College

This course emphasizes study of accounting principles related to financial statements. Students will learn about ways in which information in these statements is used in making business decision, and about the effects on financial statements of using different methods of inventory valuation and adjusting and reversing entries. Students will also study various means of financing a business and ways in which the strength of a corporation can be determined through the reading of its annual report.

**Prerequisite:** BAF3M

## **Introduction to International Business**

**BBB4M**

Grade 12, University/College Preparation

This program provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively.

**Prerequisite:** Any U or M course in business or Canadian and world studies

### **Business Leadership: Management Fundamentals**

**BOH4M**

Grade 12, University/College Preparation

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

**Prerequisite:** None



### **Canadian and World Studies**

#### **Exploring Canadian Geography**

**CGC1W**

Grade 9, De-streamed

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

**Prerequisite:** None

### **Civics and Citizenship**

**CHV2O**

Grade 10, Open

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**

**CHC2D**

Grade 10, Academic

This course explores social, economic, and political developments and events and their impact on the lives of different groups 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 Canadian identity, citizenship, and heritage. 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

### **World History since 1900: Global and Regional Interactions**

**CHT30**

Grade 11, Open

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 Sixteenth Century**

**CHW3M**

Grade 11, University/College Preparation

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and to present their own conclusions.

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

### **Travel and Tourism – A Geographic Perspective**

**CGG30**

Grade 11, Open

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 contribute to 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

### **The Individual and the Economy**

**CIE3M**

Grade 11, University/College Preparation

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 these roles contribute to 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

### **Politics in Action: Making Change**

**CPC30**

Grade 11, Open

This course enables students to develop plans for change in the local, national, and/or global community. Students will explore various issues, investigating their causes as well as their impact, and determining where change is needed, and why. They will examine the effectiveness of various problem-solving strategies used by individuals and groups that have brought about and/or are attempting to bring about political change in democratic societies. In addition, students will analyse the role and perspectives of governments and other stakeholders in relation to issues of political importance and will consider factors affecting their own and others' political engagement. Students will apply the concepts of political thinking and the political inquiry process as they investigate various issues of political importance and develop a plan of action to address a selected issue.

**Prerequisite:** Civics and Citizenship, Grade 10, Open

### **World History since the Fifteenth Century**

**CHY4U**

Grade 12, University Preparation

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

### **Canadian and World Issues: A Geographic Analysis**

**CGW4U**

Grade 12, University Preparation

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

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

### **Analysing Current Economic Issues**

**CIA4U**

Grade 12, University Preparation

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and

concepts to interpret economic information, access the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgements, and present their findings.

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

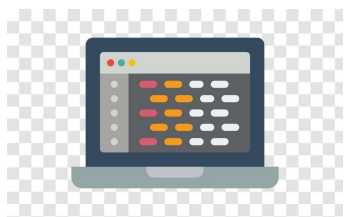
### **Canadian and International Political**

**CPW4U**

Grade 12, University Preparation

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



### **Computer Studies**

#### **Digital Technology and Innovations in the Changing World**

**ICD2O**

Grade 10, Open

This course will help 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.

**Prerequisites:** None

#### **Introduction to Computer Science**

**ICS3U**

Grade 11, University Preparation

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 trends in computer –related fields.

**Prerequisite:** None

## **Computer Science**

**ICS4U**

Grade 12, University Preparation

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:** ICS3U

## **English**



## **English**

**ENL1W**

Grade 9, De-streamed

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

## **English**

**ENG2D**

Grade 10, Academic

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

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

## **Media Studies**

**EMS3O**

Grade 11, Open

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:** English, Grade 10, Academic or Applied

## **English**

**ENG3C**

Grade 11, College Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

**Prerequisite:** English, Grade 10, Applied

## **English**

**ENG3U**

Grade 11, University Preparation

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:** English, Grade 10, Academic

## **English**

**ENG4C**

Grade 12, College Preparation

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

**Prerequisite:** English, Grade 11, College Preparation

## **English**

**ENG4U**

Grade 12 University Preparation

This course emphasizes consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various time 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 tended to prepare students for university, college, or the workplace.

**Prerequisite:** English, Grade 11, University Preparation

### **The Writer's Craft**

**EWC4U**

Grade 12, University

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

**Prerequisite:** English, Grade 11, University Preparation

### **Ontario Secondary School Literacy Course**

**OLC4O**

Grade 12

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

**Prerequisite:** Students have been eligible to write the OSSLT at least once and have been unsuccessful.



### **English as a Second Language**

#### **English as a Second Language**

ESL Level 1, Open

**ESLAO**

This course builds on student's previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes; use basic English language structures and simple sentence patterns in short conversations; read short, adapted texts; and write phrases and short sentences. The course also provides student with the knowledge and skills they need to begin to adapt to their new lives in Canada.

#### **English as a Second Language**

**ESLBO**

ESL Level 2, Open

This course expands students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations, in structured situations, on a variety of familiar and new topics; link English sentences to compose paragraphs; read a variety of texts designed or adapted for English language learners; and expand their knowledge of English

grammatical structures and sentence patterns. The course also supports student's continuing adaptation to the Ontario school system by expanding their cultural knowledge of their new province and country.

**English as a Second Language**  
ESL Level 3, Open

**ESLCO**

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

**English as a Second Language**  
ESL Level 4, Open

**ESLDO**

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

**English as a Second Language**  
ESL Level 5, Open

**ESLEO**

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

**French as a Second Language**

**Core French**  
Grade 9, Open

**FSF10**

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 Skills Strategies 1: Skills for Success in Secondary School**

**GLS10**

Grade 9, Open

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**

**GLC20**

Grade 10, Open

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**

**GWL30**

Grade 11, Open

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

#### **Advanced Learning Strategies: Skills for Success After Secondary School**

**GLS40**

Grade 12, Open

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**

**PPL10**

Grade 9, Open

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.

**Prerequisites:** None

#### **Healthy Active Living and Education**

**PPL20**

Grade 10, Open

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.

**Prerequisites:** None

#### **Healthy Active Living Education**

**PPL30**

Grade 11, Open

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

**Prerequisite:** None

#### **Healthy Active Living Education**

**PPL40**

Grade 12, Open

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-

resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

**Prerequisite:** None

## **Recreation and Healthy Active Living Leadership**

**PLF4M**

Grade 12, University/College Preparation

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

## **Interdisciplinary Studies**

### **Interdisciplinary Studies**

**IDC4U**

Grade 12, University Preparation

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

**Prerequisites:** any university or university/college preparation course

## **International Languages**



### **International Languages**

**LKKBD/LKBBD/LPVBD**

Academic, Level 1

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an

understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

**Prerequisite:** None

### **International Languages**

**LKKCU/LKBCU/LPVCU**

University Preparation, Level 2

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

**Prerequisite:** International Languages, Level 1, Academic

## International Languages

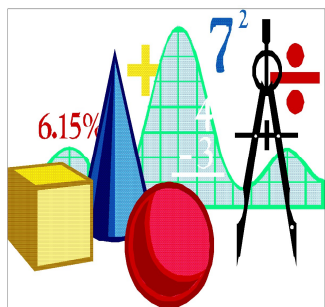
LKKDU/LKBDU/LPVDU

University Preparation, Level 3

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

**Prerequisite:** International Languages, Level 2, University Preparation

## Mathematics



## Mathematics

MTH1W

Grade 9, De-Streamed

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

## Principles of Mathematics

MPM2D

Grade 10, Academic

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 relationships 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 as they solve multi-step problems and communicate their thinking.

**Prerequisite:** Grade 9 Mathematics, De-Streamed (2021), or Grade 9 Principles of Mathematics, Academic (2005)

## **Functions and Applications**

**MCF3M**

Grade 11, University or College Preparation

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 modeling 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

## **Functions 11**

**MCR3U**

Grade 11, University Preparation

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

## **Foundations for College Mathematics**

**MAP4C**

Grade 12, College Preparation

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 College Technology**

**MCT4C**

Grade 12, College Preparation

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 11, University/College or Functions 11, University

## Advanced Functions

**MHF4U**

Grade 12, University Preparation

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

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

## Calculus and Vectors

**MCV4U**

Grade 12, University Preparation

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

**Prerequisite:** Functions and Relations, Grade 11, University Preparation, or Functions, Grade 11, University/College Preparation \*\*Note: The new Advanced Functions must be taken prior to or concurrently with Calculus and Vectors

## Mathematics of Data Management

**MDM4U**

Grade 12, University Preparation

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, or the humanities will find this course of particular interest.

**Prerequisite:** Grade 11, University Preparation, or Functions, Grade 11, University/College 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**

**SNC2D**

Grade 10, Academic

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their skills in scientific inquiry; and to understand the interrelationships among science, technology, and the environment. Students will conduct investigations and understand scientific theories related to: ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-base reactions; factors that influence weather systems; and motion.

**Prerequisite:** Grade 9 Science, De-Streamed (2022), or Grade 9 Science, Academic (2008), or Grade 9 Science, Applied (2008)

## **Biology**

**SBI3U**

Grade 11, University Preparation

This course furthers students' understanding of the processes involved in biological systems. Students study the diversity of living things, cellular functions, the anatomy, growth, and functions of plants, internal systems and regulation, and genetic continuity. Throughout, the course provides cumulative evidence that all life forms, however diverse, are united by a common set of characteristics. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

**Prerequisite:** Science, Grade 10, Academic

## **Chemistry**

**SCH3U**

Grade 11, University Preparation

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

**Prerequisite:** Science, Grade 10, Academic

## **Physics**

**SPH3U**

Grade 11, University Preparation

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motions; 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:** Science, Grade 10, Academic

**Biology****SBI4U**

Grade 12, University Preparation

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

**Prerequisite:** Biology, Grade 11, University Preparation

**Chemistry****SCH4U**

Grade 12, University Preparation

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 system, and electrochemistry. Students will further develop 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:** Chemistry, Grade 11, University Preparation

**Physics****SPH4U**

Grade 12, University Preparation

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

**Prerequisite:** Physics, Grade 11, University Preparation

**Earth and Space Science****SES4U**

Grade 12, University Preparation

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

**Prerequisite:** Science, Grade 10, Academic



## **Social Sciences and the Humanities**

### **Introduction to Anthropology, Psychology, and Sociology**

**HSP3U**

Grade 11, University Preparation

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)

### **Food and Culture**

**HFC3M**

Grade 11, University/College Preparation

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

**Prerequisite:** None

### **Challenge and Change in Society**

**HSB4U**

Grade 12, University Preparation

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

### **Families in Canada**

**HHS4U**

Grade 12, University Preparation

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

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

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

**Technological Education**

**Exploring Communications Technology**  
Grade 9, Open

**TGJ10**

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

**Prerequisite: None**

**Communications Technology**  
Grade 10, Open

**TGJ20**

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 post-secondary education and training pathways and career opportunities in the various communications technology fields.

**Prerequisite: None**

**Communications Technology****TGJ3M**

Grade 11, University/College Preparation

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**Health Care****TPJ3M**

Grade 11, University/College Preparation

This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems and the factors that affect homeostasis in the human body. Students will develop an awareness of health and safety issues in the health care field, analyse environmental and societal issues related to health care, and learn about professional practice standards and career opportunities in the field.

**Prerequisite:** None**Communications Technology****TGJ4M**

Grade 12, University/College Preparation

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**Health Care****TPJ4M**

Grade 12, University/College Preparation

This course focuses on the development of a range of skills needed to analyse and interpret clinical findings. Students will learn about accepted health care practices and demonstrate an understanding of basic procedures and the use of appropriate instruments and equipment. They will acquire an understanding of basic concepts related to the function of the human immune system and explore the relationship between pathology and disease prevention and treatment. Students will expand their awareness of workers' health and safety issues, analyse environmental and societal issues related to health care, and further explore professional practice standards and postsecondary destinations in the field.

**Prerequisite:** Health Care, Grade 11, University/College Preparation

## Academic Program Planning Guide

A total of 30 credits is required for the OSSD, including 17 compulsory credits. Check courses completed, in progress, and planned for future year.

<u>Grade 9</u>		<u>Grade 10</u>		<u>Grade 11</u>		<u>Grade 12</u>	
ENG1		ENG2		ENG3		ENG4	
MATH		MATH 2		MATH3			
SCIENCE		SCN 2					
GEO		HISTORY					
PHYS.ED		CIVICS/CAREER					
FRENCH							
ARTS							
Total:		Total:		Total:		Total:	

REDITS	Required	Received	To Be Earned
English/French (one credit per grade)	4		
Mathematics (1 senior)	3		
Science	2		
French as a Second Language	1		
Canadian History	1		
Canadian Geography	1		
Arts	1		
Health & Physical Ed	1		
Civics	0.5		
Career Studies	0.5		
Technological Education (Gr. 9 or 10)	1		
<b>STEM Group</b>			
Business Studies, Computer Studies, Cooperative Education, Mathematics, Science, Technological Education	1		
<b>Total Compulsory Credits</b>	<b>17</b>		
<b>Total Elective Credits</b>	<b>13</b>		
<b>Total Credits Required for Graduation</b>	<b>30</b>		
<b>Community Involvement Hours</b>	<b>40</b>		

\* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

\*\* In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. \*\*\* A maximum of 2 credits in cooperative education can count as compulsory credits. † The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

### OSSD Requirement (Current)

No. of Credits: \_\_\_\_\_

Community Involvement Hours: \_\_\_\_\_

Literacy Test (or Course): \_\_\_\_\_

IELTS/TOEFL/SAT (if required): \_\_\_\_\_

Future Plans:

☐ College

☐ University

☐ Other

