

FULLER GLOBAL ACADEMY
COURSE CALENDAR 2020/2021
GRADES 9-12
High School

September 2020



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SECTION 1: INTRODUCTION

Welcome to Fuller Academy

A healthy community (one that is productive, safe and environmentally sustainable) requires informed citizens that recognize the benefits of a strong education system and the value of lifelong learning. We at Fuller believe the mission of an education system should be to produce informed citizens and develop adaptability and open-mindedness in order to form working effective relationships, and work both independently and collaboratively to solve problems. Innovation, creativity, and critical thinking are at the centre of everything we do.

The typical models of education relies largely on a reductionist, siloed delivery of curriculum. Subjects, or disciplines, are typically taught in singular silos and are not connected. At Fuller Academy, our model uses project and theme-based methodologies to connect the curriculum and encourage a design thinking mindset and enhance problem-solving skills,. In doing so, the lessons become relevant and applicable to real-life issues and themes, while building and developing core fundamental knowledge, and professional and life skills. Everything we do. At Fuller is focused on making students more creative, curious, and confident.

Fuller Academy High School is an independent non-denominational accredited high school for grades 9 to 12. Fuller Academy is registered with the Ministry of Education and is located at 1033 Bay St. in Toronto, Canada, and offers an interdisciplinary program designed for cultivating globally-minded, locally engaged youth. Fuller will offer Ministry courses, supplemental programs, and related activities, counselling, and other services that assist and prepare students in fulfilling and realizing their educational, career, and life goals.

Our Mission: A Whole Systems Approach to Education

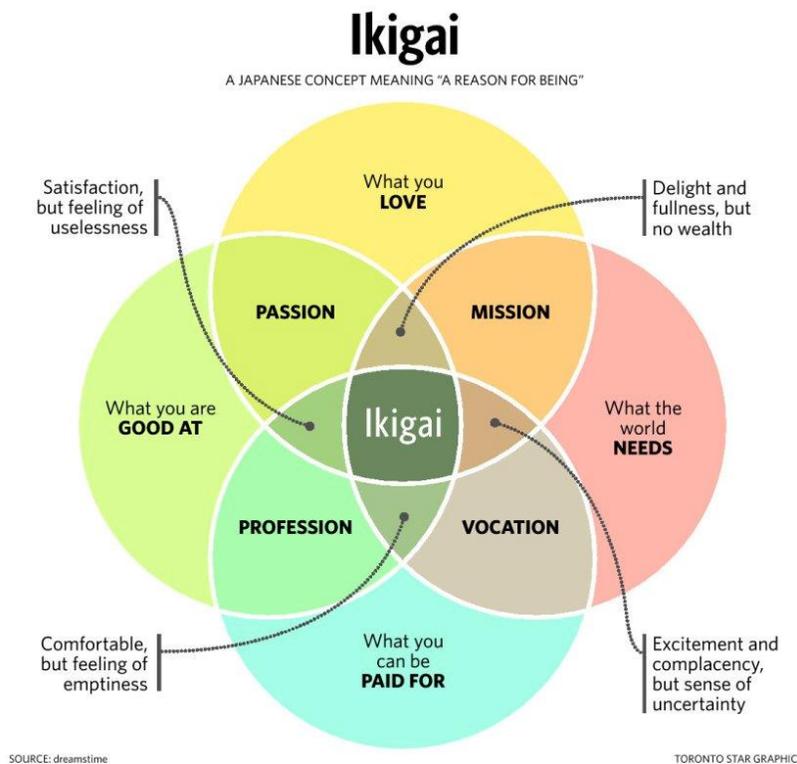
Fuller Academy's mission is the creation and delivery of a fully integrated education model of online synchronous, offline asynchronous, and in-person programs. We cultivate the development of comprehensive thinkers. Fuller Academy employs a "whole systems" approach to education, with interdisciplinary curriculum delivered in a fun, efficient, and engaging manner. A whole systems approach to teaching ensures that students appreciate the relevance and applicability in what they study. Many students have become disengaged with the traditional reductionist school model. By showing students the connectedness throughout disciplines, it gives them a better appreciation and sense of purpose and relevance.

At the heart of everything we do is our vision is to see a world of engaged and inspired learners who are adaptable and equipped to create a better world. We value integrity, independence, community, sustainability, equality, compassion, and strength.

Our Purpose

IKIGAI: Purposeful Self-Development: At the centre of what we do is the idea of IKIGAI. IKIGAI is a concept in Japanese culture derived from combining two Japanese IdeoGrams 生き甲斐 “iki” meaning “life”, and “gai”, meaning value – the two becoming the idea of IKIGAI, or “life’s mission” or “life purpose”. Our Ikigai model encourages students to think about four aspects of life and career – what they are good at, what they are passionate about, what they can be paid for, and finally, what the world needs. This principle of aims to create a purposeful, informed global citizen, contributing to their greater community, and in control of the trajectory of their career.

In cultivating a student’s IKIGAI, we see our role as the full development and expression of a student’s passion, interests, skills, and ambitions. At Fuller, our goal is to help students define and create their success in their chosen field and careers, and provide them with the tools to reach those goals



The Importance of Education

In Ontario, students are required to remain in school until the age of 18, or until they have obtained a Secondary School Diploma. This requirement serves the very basic educational needs of today, as there is very little one can achieve professionally without at minimum a

high school diploma. Many jobs that historically did not require one as a prerequisite for employment, now do.

The Importance of Completing High School

For a number of reasons, but mostly due to an increase in the responsibility to ensure a healthy and safe work environment, more employers than ever before are requiring that those applying for even the most basic of jobs, possess at minimum, a high school diploma. As this trend is expected to continue, the acquisition of a high school diploma should be a fundamental objective for everyone. There are other reasons for completing a high school education, including increased job opportunities, advancement to post-secondary education, and developing basic knowledge and skill sets that allow for better functionality in every day social and economic life. Having a high school education also exemplifies capability, responsibility, and focus. It can also be a source of pride and self-achievement. Besides preparing you to feel comfortable and skilled in the workforce, completing a high school diploma at any age is a milestone on the road to opportunity.

Co-directed Discovery

Students participate in the learning process with their teacher/facilitator, and help shape the “what”, “where” and “how” of their studies. At Fuller, teachers are expected to facilitate student learning and achievement, not simply lecture. While specialized knowledge is required in some subject areas, our “Edvisors” and facilitators will be trained to guide students in their learning, rather than simply act as a “sage on the stage.”

Our teachers are seen as mentors, facilitators, and guides, helping students connect their knowledge, and showing them how the wide scope of curriculum is connected, bringing forth a more relevant and practical learning experience.

Students are given a structured study framework within which they are provided some flexibility in which they can make choices about how they reach their prescribed objectives. Fuller embraces a blended model of collaborative and independent learning, where teacher guidance is valued in conjunction with lectures, and in many cases, the opportunity for students to direct the trajectory of their own studies, while not neglecting the core fundamentals necessary for a successful education.

Individuation and Self-Directed Learning

The Fuller Academy model is designed to be flexible enough to accommodate the individual needs of the learner, but is set within a structure that cultivates a foundation of basic knowledge and the promotion of relevant skills. A core of knowledge in language, math and science is combined with studies in the humanities and arts. A learning model that allows for individuation and self-directed learning provides an environment more conducive to the

needs, abilities, and interests of the individual. In doing so, interests are piqued and learning becomes a pleasure, not a struggle. In tailoring a program to the student's interests, skills, and goals, the hope is that school becomes less of a struggle and engagement levels are more positive.

Personalized and Experiential Learning

Fuller provides a mix of on-site (in school) seminars, on-line and off-line study, and off-site field trips and visits where interpersonal and communication skills are developed alongside independent study skills. Our blended approach combines group seminars, independent study (consisting of on-site and on-line and other digital and webinar-style learning), group work, and an experiential component, where students experience real-life applications and participate in hands-on experiences. Fuller will also offer travel for credit programs during the summer and March breaks.

At Fuller Academy, our goal is to get students excited about learning, not just because it may help them "get a job", but because an engaged student is an informed student, and will not require coaxing to learn, but will encourage intellectual curiosity freely if given the proper environment.

Integration Education

We believe that knowledge, content, and skills development is best delivered - whenever possible - in an integrated and interdisciplinary way, inherently showing how various topics, issues, and disciplines relate to and connect with each other. In doing so, learners are able to apply the same thinking in their everyday lives, and become better problem solvers and systems thinkers.

Using a variety of delivery methods such as team collaboration, group seminars, independent study, digital and analog media, core and elective content, curriculum is connected and relevant, and most efficiently provided, wherever possible, in an integrated, interdisciplinary way. Our founding principle is that education is a fundamental cornerstone towards a just, healthy, well-functioning society. Our goal is to provide a warm and welcoming environment that enables each student to succeed, regardless of his or her interests or learning styles. At Fuller Academy, students receive a high level of attention from our teacher-facilitators, who possess knowledge specific to the subjects they teach as well as a fundamental understanding of interdisciplinary learning.

A side effect of teaching interdisciplinary studies is the synergistic effect of knowledge accumulation. As disciplines become connected and information becomes inter-related, the ability to process and relate knowledge grows exponentially for the student.

Global Life Skills

Fuller's *Global Life Skills* program will supplement our academic courses, and provide opportunities to experience and explore a wide range of co- and extra-curricular activities.

- Accredited after-school programs in entrepreneurship and enterprise development, robotics, dance, music, and more
- Accessible counselling services, delivered by qualified coaches and mentors, including career assessment and consulting services provided by experienced professionals.
- Work experience placements, work and study abroad, and internships
- Experiential travel and study programs, offered by Fuller's qualified and experienced travel partners.

The Fuller Promise: At Fuller Academy, we are committed to providing:

1. Relevant content, delivered by qualified teacher-facilitators. Delivery of courses may take place in a classroom, online, or on the road with our experiential travel and study programs.
2. Thoughtfully designed, interdisciplinary curriculum that is challenging yet engaging, "globally-focused" yet locally relevant. Students may often have an opportunity to work with their teachers to help in the design of their course of study.
3. A sound foundation in core curriculum, that ensures students have the basic required knowledge on which they can build their future learning.
4. Development and cultivation of (global) life skills (GLS), including critical and systems thinking, problem solving, responsible decision-making, self-management, and interpersonal skills.
5. Accessible counselling services, delivered by qualified coaches and mentors, including career assessment and consulting services that are offered by experienced professionals.
6. Opportunities in gaining real-life experiences through workplace visits and experiential travel programs in collaboration with our qualified and experienced partners

SECTION 2: THE ONTARIO SECONDARY SCHOOL PROGRAM

Ontario Secondary School Diploma (OSSD) Requirements

In order to receive the Ontario High School Diploma, students are required to successfully complete 30 credits and 2 additional requirements (40 hours of community involvement and a literacy credential). For most students, the literacy credential is acquired by passing the Ontario Secondary School Literacy Test in grade 10 (usually March or April of the school

year). Students beginning their studies in Ontario beyond grade ten will take the literacy test at the first opportunity. A credit is granted when a course of at least 110 hours is completed successfully (minimum mark of 50%)

Compulsory Credits (total of 18)

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

Plus:

- 1 additional credit in English, or French as a second language, or a native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education.
- 1 additional credit in health and physical education, or business studies, or the arts (music or art), or cooperative education.
- 1 additional credit in science (grade 11 or 12) or technological education (grades 9-12), or cooperative education.

Optional Credits (total of 12)

- In addition to the 18 compulsory credits, students have to earn 12 optional credits in courses of their choice, selected from the list of courses available in the school.

The Ontario Credit System

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. In granting credits, the principal shall ensure that the intention of this definition of a credit is fulfilled by determining that the following conditions have been met:

- The course has been developed from a Ministry of Education curriculum guideline or has been approved by the Ministry.
- The amount of work expected in the scheduled time and the evaluation of student achievement were both significant components of the course.
- The course required the satisfactory completion of an amount of work at a level that could reasonably be expected of the students for whom it was planned

The credit is granted by the Principal on behalf of the Minister of Education.

Explanation of Course Codes:

1. The first three letters designate the subject and course. For example: ENG = English
2. The first number designates the grade level:
 - 1 = grade 9
 - 2 = grade 10
 - 3 = grade 11
 - 4 = grade 12
3. The fourth letter designates the level of difficulty:
 - D = Academic – Grade 9 and 10 only
 - P = Applied – Grade 9 and 10 only
 - O = Open - Grade 9 to 12
 - U = University – Grade 11 and 12
 - C = College – Grade 11 and 12
 - M = University/College – Grade 11 and 12
 - E = Workplace preparation – Grade 11 and 12

Ontario Secondary School Literacy Test (OSSLT) Requirement

Most students will take the Ontario Secondary School Literacy Test in grade 10. Students who fail this test will have an opportunity to re-take the test the following year. Students who must re-write will be provided with remedial help to prepare them for re-testing. The literacy test evaluates students' reading and writing skills based on curriculum expectations (as found in Ministry curriculum documents available in the principal's office) in language and communications up to and including grade 9. ESL students will take the test only when they have reached this level in their language studies. Students who are unsuccessful passing the OSSLT, will be required to take the Ontario Secondary School Literacy Course (OSSLC), which is offered as a grade 12 credit. Students may take the OSSLC after one attempt at the OSSLT. Passing either the OSSLT, or the OSSLC is necessary for graduation, and will be recorded on the OST (Ontario Student transcript).

Accommodations will be made that enable students with special education needs to participate in the educational setting. Students who are receiving special education programs and services and who have an Individual Education Plan (IEP) will have a fair and equal opportunity to successfully complete the OSSLT or the OSSLC. Accommodations change only the way in which the OSSLT is administered or the OSSLC is taught, or the way in which the student responds to the components of the test or the course. They do not alter the content of the test or the expectations of the course or affect the validity or reliability of the test or the evaluation of student learning in the course.

Community Involvement Activities

Students will be required to complete 40 hours of unpaid community involvement prior to graduation. This initiative is intended to encourage all students to become involved in their communities on a regular basis and to provide them with the opportunities to develop skills and values related to both future careers and civic responsibilities. Students will be responsible for choosing an activity that meets the eligibility criteria, for fulfilling this requirement on their own time and for maintaining a record of their activities. The school will provide appropriate forms for both preparation for completing community hours and for providing evidence for completion of the required hours.

Responsibilities of the Principal

The Principal will ensure that students are provided with the information and forms needed to complete the community involvement requirement, including information about the activities that are eligible and ineligible, as well as copies of the information document that are to be given to the parents and to the person supervising the community involvement activity.

If a student proposes to undertake an activity that is not on the list of approved activities, the principal will determine whether the student's proposed activity is acceptable, in consultation with the appropriate supervisory officer. If the activity is acceptable, the principal will keep a copy of the approval on file. (The principal is not required to give approval of activities that are on the list of approved activities.). The principal will determine whether the student has met the community involvement requirement, and, if so, will indicate on the Ontario Student Transcript that the student has completed the requirement.

Responsibilities for Students

1. Select an activity or activities that meet the criteria for eligible activities.
2. Obtain approval if the activity is not on the list of eligible activities.
3. Complete the Community Involvement Hours form and return to their Student Services office as the hours are completed, with appropriate parental signature as required.

You can complete these hours:

- Starting on July 1st the summer before grade 9 and up until you Graduate
- Outside scheduled class time; e.g., during lunch breaks/during spares.
- In the evenings, on weekends, during the summer months.
- Completed community hours can be submitted to the school as you complete them.

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

Eligible Community Involvement Activities:

- A not-for-profit event or activity designed to benefit the community in general
- An event or activity to support a not-for-profit agency, institution or foundation that meets ethical standards of the Board and the Ministry of Education.
 - Any program that promotes tutoring, mentoring, visiting or coaching, or assists others in need
- Participation in an event or activity that supports ethical work of a global nature or that promotes positive environmental awareness.
- Participation in a not-for-profit event or activity that contributes to the health and well-being of others.
- An activity that is affiliated with a club, religious or political organization, arts or cultural association that seeks to make a positive and ethical contribution in the community.

Ineligible Community Involvement Activities

An ineligible activity is an activity that:

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

Substitutions for Compulsory Courses

The principal may, under certain circumstance, make substitutions for some compulsory courses for individual students who stand to improve their chances of success as a result of such substitutions. Principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. Similarly, with EQV's (equivalency courses: courses completed outside the province or in non-inspected private schools) students will receive written notification outlining OSSD requirements pertaining to compulsory credits in addition to overall credit totals.

Prerequisite Courses

Prerequisite courses are those that students are required to complete before they can enroll in certain courses. Many Grade 10, 11, and 12 courses require prerequisite courses. Guidance Advisors will assist students in the careful selection of prerequisites that prepare them for the courses they want to take in the higher grades. In exceptional circumstances, the principal of the school may waive a prerequisite. Such cases will be documented in the student's OSR.

Courses of Study

Fuller Academy developed courses of study in line with the Ontario Ministry of Education requirements. These courses of study are available for parents to review during the school year. Parents can reach out to teachers if they would like more information about courses of study, marking or evaluation methods for specific courses.

Ontario Student Record (OSR)

The Ontario Student Record is the official school record for each student. The OSR contains achievement results, credits earned, and diploma requirements completed. Students and their parents/guardians (if the student is not an adult) may view the contents upon request to the principal. The Education Act and Freedom of Information legislation protect these records.

Ontario Student Transcript (OST)

The Ontario Student Transcript is the official record of courses successfully completed and credits earned toward the Ontario Secondary School Diploma (OSSD). Information is updated annually and is part of the OSR.

Final Exams

Copies of final exams are kept on file for one year and can be reviewed by parents (if the student is not an adult) and/or students at any time by contacting the principal.

The Ontario Secondary School Certificate (OSSC)

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

As stated previously, the principal may, under certain circumstance, make substitutions for some compulsory courses for individual students who stand to improve their chances of success as a result of such substitutions. Principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. Similarly with EQV's (equivalency courses), students will receive written notification outlining OSSD requirements pertaining to compulsory credits in addition to overall credit totals.

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.

SECTION 3: THE ACADEMIC PROGRAM

Academic Year

At Fuller Academy we offer courses throughout the year, for 2 Semesters: one between September to January (Fall/Winter), another from February to June (Winter/Spring), and an optional summer school term in July and August. Progress Reports (report cards) are issued half way through, and at the end of each semester.

Student and Teacher Timetables

All school courses are a minimum of 110 hours of instruction and are worth one credit with the exception of 0.5 credit courses as mandated by Ministry regulations.

Subject to change, Fuller Academy is open from 09h00 to 18h00. Scheduled classes are generally offered between 09h30 and 16h00. The day is split into 4 learning periods, one 60 minute lunch period, and two 15-minute breaks.

Full-Time High School

September 15, 2020	First day of instruction
October 31 – November 8, 2020	Fall Break
October 12, 2020	Thanksgiving Day
December 19, 2020 - January 3, 2021 (inclusive)	Christmas Break
January 29- Feb 4 (5 Days)	Examination Period
February 13-21, 2021	Mid-Winter Break
March 27 – April 5, 2021	Spring Break
May 20-21, 2021	P.A. Days
May 24, 2021	Victoria Day
June 22-25 (4 Days)	Examinations

High School Daily Schedule: Monday - Friday

09h30 – 10h45	Period 1
10h45 – 11h00	Morning Break
11h00 – 12h15	Period 2
12h15 - 13h15	LUNCH
13h15 – 14h45	Period 3
14h45 – 15h00	Afternoon Break
15h00 - 16h00	Period 4

After-School Daily Schedule: Monday – Friday

15h:45 – 18h:45 Afternoon Program (offering a selection of courses)

Course Availability

The school intends to deliver the courses listed in the course calendar. However, due to the small size of the school, this might not always be possible. The school reserves the right to determine whether or not a course will run. Decisions to run courses are based on the best use of academic resources and the number of students who have enrolled in a specific course.

Changing Course Types

In grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course.

Procedure for Waiving Prerequisites

Courses in Grades 11 and 12 may have prerequisites (a required course in order to move on to the next course) as a requirement for enrolment. If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. 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. This shall be done only when it is in the best interest of the student's education. The rationale and procedure for waiving the pre-requisite shall be posted in the student's OSR (Ontario Student Record). The principal may also initiate consideration of whether a prerequisite should be waived. The Principal will make their decision in consultation with the student/parents and appropriate staff.

Full Disclosure and Withdrawal

The Ministry of Education has mandated what is known as the Full Disclosure Policy, applying to the Ontario Student Transcript and dictating that all the courses which a student takes in grades 11 and 12 appear on the transcript. This includes failures and all courses dropped any later than 5 days after mid-term report cards are issued (3 days in a 3-month semester). For students who have withdrawn from a course later than the specified time, the student's percentage grade at the time of withdrawal shall be entered on the OST.

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.

A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program. In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course. (Fuller Academy plans to offer co-op placement in the future once community and industry partnerships have been finalized)

Job Shadowing and Job Twinning

Job shadowing and job twinning may be offered to students from Grade 10 to Grade 12 as part of curriculum delivery or as part of the guidance and career education program. 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. Job twinning provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day. (Fuller Academy does not offer this option at present)

SECTION 4: ALTERNATE WAYS OF EARNING CREDITS

Prior Learning Assessment and Recognition

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled at Fuller Academy may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school principal.

The PLAR process involves two components: “challenge” and “equivalency”. Fuller Academy does not participate in the challenge process. The “equivalency” process involves assessing credentials from other jurisdictions such as non-inspected private schools or schools outside Ontario. When the principal has evaluated the student’s previous academic record, the completed PLAR equivalency form shall be placed in the student’s file.

SECTION 5: ONLINE-SPECIFIC INFORMATION

Technical Requirements

Families and students are responsible for providing their own computer systems and/or other devices to work on and participate in lessons with. Below you will find a list of minimum technical requirements needed for optimal performance with our learning model.

Operating System: **Microsoft Windows®, Vista, or Mac OS**

Web Browser

At least one of the following browsers required.

- [Microsoft Internet Explorer®](#) or [Edge](#)
- [Mozilla Firefox](#)
- [Safari](#)
- [Google Chrome](#)
- Any other recent browser

- ****Please note:*** Some browsers may not render content adequately depending on the plugins installed on individual computers or restrictions imposed on such by pop up blockers, virus scanners or firewalls.

Software

- [Microsoft Office 2000, XP, 2003, or 2007®](#) or compatible software (such as [OpenOffice](#)) for word processing, creating and reading spreadsheets, and creating presentations. You will not be able to complete school assignments if your software cannot open and save files using Microsoft Word, Excel®, and PowerPoint® formats.
- [Adobe® Acrobat® Reader®](#) — Version 9 or higher
- [Adobe® Flash® Player](#) — Version 10 or higher
- [Windows Media® Player](#) — Version 11 or higher

Internet Connection

- High speed connection (e.g. Cable, DSL)
- ****Please note:*** You are responsible for obtaining an Internet service provider. Connectivity issues due to ISP bandwidth limiting or interference are not within the control of Fuller Academy. If you experience such issues, please contact your ISP.

Other Hardware

Some courses may require:

- Printer
- Headset & Microphone
- Scanner, scanner app (such as CamScanner) or device that can create a PDF file or picture (JPG file)

Attendance in the Online Environment

Regular attendance is expected of all students, regardless of learning format. Our attendance policy remains the same as for in-person schooling (see page 22), and is measured and enforced in the online space by one or more of the following methods:

- Minimum requirement for the student to attend 80% of live sessions per week
- Student participates regularly in 80% or more online collaborative with peers and teachers
- System monitoring of student attendance where possible
- Timely submission of assignments, projects, tests, etc.
- Student participation in interactive program elements
- Self-reporting of online and offline learning activities through the use of a Student Learning Log

Procedure for Absence Remediation

Fuller Academy students are expected to log in to the virtual environment at the prescribed and scheduled times. Repeated failure to do so will result in the teacher attempting to contact the student directly by email and/or by phone. Failure to reach the student will result in the teacher making attempts to reach parents by their preferred method of contact in order to become better informed of the reasons for their child's absence from class.

Class absences are recorded by the teacher on the students' attendance record and logged on to their report card.

Course credit can only be granted when 110 hours of course learning have been achieved, and it is important to note that a lack of regular online attendance may jeopardize the students' course credit.

SECTION 6: ASSESSMENT, EVALUATION, AND REPORTING

The primary purpose of assessment and evaluation is to improve student learning. Assessment for learning, as learning and of learning as outlined in the Ministry document "Growing Success" will be referenced in school courses. Students are assessed and evaluated based on the Achievement Charts in the Provincial Curriculum Policy Documents for the courses in which they are enrolled.

At the beginning of each course, students receive an outline of the course evaluation from each teacher. This outline includes the assessment of academic achievement and learning skills. Students' progress is formally reported to parents at mid-semester and end of semester. Information gathered through assessment and evaluation helps teachers to identify students' difficulties as well as to detect weaknesses in programs.

Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Based on the information contained in the document "Growing Success", assessment should be considered with reference to assessment for learning and assessment as learning.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents. Teachers will be provided with materials, including samples of student work (exemplars) that will assist them in their assessment of student achievement. Teachers will be encouraged to refer frequently to the document “Growing Success” as they plan and develop their courses and lesson plans, as well as when they assess and evaluate their students.

Assessment For Learning (Formative Assessment)

Assessment for learning is carried out at the beginning of a semester, term, or unit of study. It may also be done when there is evidence of individual class difficulties. Its purpose is essentially diagnostic. Although it may be used for anecdotal reporting, it shall never be used as part of a student’s mark.

Assessment of learning (Summative Assessment)

This will be ongoing, recorded and used to determine a final grade. Conversation, observation, and student products shall be considered in determining a final grade.

Evaluation is the process of judging the quality of a student’s work on the basis of established achievement criteria (skills that the student is supposed to learn and display) and assigning a value to represent that quality. Evaluation is considered within the context of 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. The value assigned will be in the form of a percentage grade. *For Grades 9 and 10, the code “I” indicates that insufficient evidence is available to determine a percentage mark.*

Intervention Strategies, Supports and Programs

Unique and individual interventions are more important than any prescribed behaviour program. Some examples of useful interventions include building relationships, adapting the environment, managing sensory stimulation, changing communication strategies, providing prompts and cues, using a teach, review, and reteach process, and developing social skills. The classroom teacher ensures acceptance for all students in the classroom. Teachers’ actions that can promote acceptance include:

- choosing learning materials to represent all groups of students
- ensuring that all students can participate in extra activities
- valuing, respecting, and talking about differences
- celebrating cultural and ethnic differences
- ensuring that learning activities are designed for a variety of abilities
- ensuring that all students are protected from name-calling or other forms of abusive language

- modelling acceptance

Each teacher is available for extra help, and will inform students of the days and times each week when this assistance is available. Teachers are encouraged to notify the student's parents/guardians of any academic or social emotional issue that could be preventing a student from achieving positive academic growth and emotional wellness. The parent/guardian (in consultation with the appropriate Fuller school staff member) works to develop an individualized plan that draws on internal and external supports as necessary to support the student. The school administration at Fuller will track all individual students to make sure that they complete the individual requirements (literacy test, community service hours, and required courses) needed to obtain their OSSD.

Information on Reporting Student Achievement to Parents

Students' progress and learning will be evaluated using various tools including group projects, oral presentations, essays, assignments, and exams. Ongoing parent/teacher communication is encouraged through use of monthly phone calls and/or emails to guardians/parents. Parental feedback is welcomed at all times.

A completed Report Card will be issued twice a semester, approximately in the middle and at the end of each semester. Report cards will be sent home to students within a month of course completion. An exact copy shall be filed in the OSR, as per ministry requirements with the most recent copy on top. Where appropriate, teachers are encouraged to call parents/guardians to discuss any concerns/issues they may have with a student. Credits successfully completed will also be recorded on student's OSR.

Report Cards

Report cards will focus on two distinct but related areas of student achievement: curriculum expectations and the development of learning skills. Each area of student achievement will be reported on separately. In addition, teachers will provide feedback on students' strengths and areas of growth and improvement. The evaluation of learning skills will not be considered in the determination of percentage grades. Attendance and lateness will be recorded in a separate section of the report card.

The learning skills will be evaluated using a four-point scale:

E – Excellent

G – Good

S – Satisfactory

N – Needs Improvement

The following learning skills will be evaluated:

Responsibility, Organization, Independent work, Collaboration, Initiative, Self-regulation

SECTION 7: SCHOOL EXPECTATIONS

The overall appearance of our students reflects on our school; it also impacts the atmosphere of learning and discipline. The school, therefore, reserves the right to make final decisions regarding all matters related to dress or grooming. The information below outlines the school's expectations for students. We encourage the development of respect, responsibility, honesty, empathy, fairness, initiative, perseverance and courage.

The administration and teachers are committed to fostering these characteristics and personality traits in all students who attend our school. To this end, and to maintain a safe environment conducive to learning, we have established the following rules and guidelines for our student body.

Attendance and Punctuality

A. Statement of Principle

The underlying principle of our attendance policy is that students take full responsibility for attending their classes punctually and regularly. Students must be diligent and self-disciplined in their efforts to attend their instructional classes. Being punctual when required allows students to maximize their learning time and avoid disrupting other students in the school.

B. Ministry of Education Requirements

The Ministry requires that each student complete 110 hours of instructional time in order to be granted a credit at the secondary level. Proper knowledge of the subject area cannot be achieved if students complete less than the required 110 hours.

The school's calendar is designed to include required class time. Students who miss an excessive amount of work will very likely realize lower final marks and an excessive number of absences may result in a lost credit. If a student misses an excessive number of classes in any subject, both student and, where appropriate, parents will be informed.

C. School Hours

Monday to Friday 9:00 am to 4:00 pm. After-School, Summer school and travel for credit courses will also be available.

D. Procedures

When a student requires early dismissal: It is expected that appointments not be scheduled to interfere with classes unless absolutely necessary.

Academics

A. Standards

We believe in and set high academic standards for all students who choose to enroll in our school. To maintain these standards we expect students to maintain a certain academic level. We also expect that students will take their courses during our regularly scheduled semesters. This will give students the benefit of the classroom time allocated to full semester courses and thereby allow them sufficient time to master the expectations as outlined for the course. It also ensures that the student will be properly prepared to move to the next level in that subject area.

Although university entrance requires only six grade 12 subjects, the school strongly advises that students take seven or more courses. Universities use a number of methods to determine student averages, but a common one is to take the average of the six best courses. Given this fact, students applying to university are often in a more competitive position if they have more than the minimum six grade-twelve credits.

B. Academic Ethics

A student must complete tests, projects, essays, exams and homework. This work must be the student's own work, or, where appropriate, recognition must be given when a source is used. Plagiarism is the act of using another person's ideas or expressions in evaluative tasks without acknowledging the source. A mark of zero will be automatically given for any form of plagiarism; students who aid others in dishonest conduct are also subject to this policy.

C. Homework

Homework will be assigned regularly. Students are expected to complete these assignments as required. Homework will be checked regularly depending on the subject and grade level. Examples of homework checks include: walk-about, hand in, spot questioning, quizzes, etc. Teachers will report to the parents (where appropriate) if the student is not meeting homework requirements. The reporting may be informal or formal (letter or interview) at the teacher's discretion.

School Code of Conduct

Fuller Academy has a responsibility to establish expectations of student conduct as part of its governance role. We believe that the responsibility for student behaviour and conduct in schools is shared among staff, students and their parents, in order to create a safe, supportive, and enriching learning environment. To support these ends, Fuller Academy adheres to the following Code of Conduct for Students:

A. Conduct Expectations:

Fuller Academy believes that a positive learning environment is one in which:

- all students feel safe, valued and trusted, and have the opportunity to develop, assume and maintain responsibility and self-motivation;
- all students feel supported without fear of retaliation in reporting unsafe conditions, actions or potential incidents;
- there is a joint effort to learn and a feeling of mutual respect among staff, students and parents;
- appropriate behaviour is taught, encouraged, modeled, practiced, and acknowledged, thereby increasing student self-respect and positive social behaviours;
- disciplinary action, wherever possible, is preventative and restorative, rather than solely punitive;
- expectations for student behaviour increase as they become older and more mature;
- disciplinary action is considerate of students with special needs if these students are unable to fully comply with the code of conduct due to a diagnosed disability of an intellectual, physical, sensory, emotional or behavioural nature.

We believe that acceptable student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens.

B. To this end, students are expected to:

- be aware of and obey all school rules;
- respect the rights of all persons within the school including peers, staff, parents and volunteers;
- refrain from lying, cheating, stealing;
- attend classes punctually and regularly;
- work cooperatively and diligently at their studies and home assignments;
- respect the legitimate authority of the school staff;
- respect all school property, including buildings and equipment;
- respect the diversity of our school community;
- behave in a safe and responsible manner at all times;
- refrain from any behaviour that would threaten, harass, bully*, intimidate, assault or discriminate against, in any way, any person within the school community on or off school property; (*Bullying includes but is not limited to physical or verbal intimidation, verbal harassment and cyber bullying).
- refrain from being in possession of or under the influence of drugs and/or alcohol in all school facilities or on school grounds or at school sponsored functions and activities;
- refrain from being in possession of weapons of any kind in school or at school activities;
- refrain from inappropriate computer usage and/or multi-media devices in accordance with Fuller Academy's policies (cell phones, cameras, smartphones, etc.).

Online Course Expectations

Students who enrol in courses with a significant online component are subject to all the same expectations as in-person attendance, and only the method of course delivery changes. Once a student is enrolled in a course, he/she will receive all of the materials needed to complete the course, including a textbook and workbook, and a welcome package that outlines all the course requirements, policies and procedures.

Attendance

At the scheduled class times, students are required to visit the link provided by the school and enter their session ID to enter the classroom. Students are marked present for a class when they enter the online classroom and remain in attendance throughout the class. Students who are unable to attend a class are required to advise the teacher prior to the start of a class. Students who fail to do so will be contacted by the school, at the email address or home phone number provided, in order to acquire a reason for the absence. Absences from online classes are treated the same way as regular school absences.

Completion of Homework & Assignments

Throughout the course, students are assigned and expected to complete homework, which will be taken up as a group, in class. Assignments which are to be completed and handed in, will be submitted by e-mail, within the timelines provided by the teacher. Therefore, e-mails received late, will be treated in the same way as assignments handed in late. The school is not responsible for e-mails that are sent by a student, but not received by the school. It is every student's responsibility to verify that assignments are received by the school.

Acceptable Use Policy

While participating in an online course through Fuller Academy, it is imperative that students display a high level of honesty and integrity. This includes utilizing the systems and resources only in the manners prescribed. 'Acceptable Use' covers the range of behaviours appropriate for participating in online courses with Fuller Academy. Uses that harm others or damage their property are socially unacceptable; some socially unacceptable uses may also violate provincial and federal laws.

Examples of Improper Use

Some examples of this unacceptable use include, but are not limited to the following:

1. Deleting, copying, modifying, or forging others' emails or homework
2. Accessing others' email without their permission
3. Damaging computer equipment, files, data or the network
4. Using profane, abusive, or impolite language

5. Disguising one's identity, impersonating other users, or sending anonymous email messages
6. Threatening, harassing, or making false statements about others
7. Accessing, transmitting, or downloading offensive or harassing materials
8. Accessing, transmitting, or downloading computer viruses or other harmful files, or in any way degrading or disrupting any computer system performance
9. Accessing or downloading large files
10. Hacking or attempting to access information that is protected by privacy laws

Penalties for Improper Use

Any improper use of the resources provided and/or used, while engaged in an online course through Fuller Academy, may result in removal from the course without refund. Inappropriate use may also lead to disciplinary and/or legal action.

SECTION 8: STUDENT SUPPORT SERVICES

Resources for Students and Parents to Support Education Planning

Both internal staff advisors and external third-party education and pathway consulting will be available to students as required. Additional costs may be incurred for specific additional assessments and counselling. Any consultation costs would be discussed with the parents and students prior to developing a plan of action.

Community Resources

Our mission is to provide students with all of the resources to succeed. We aim to provide a high-quality education, to improve the academic skills of the students and to prepare all students to finish high school and/or enter college or university. While we aim to provide all necessary tools for learning inside the school, community resources outside the school will be determined as needed by the school in consultation with the student and/or the parent/guardian. These services may be related to counselling and guidance, student health and welfare, supplemental phys-ed, and other arts and activity programs, libraries, etc

English as A Second Language

Students from a variety of linguistic and cultural backgrounds may need special programs to help them develop the level of proficiency in English required for success at school. Courses in English as a Second Language (ESL) assist these students to learn English. Placements in these courses will be determined by an individual language assessment.

Guidance Advisors

Our Guidance Advisors play a critical role in our learning model as they provide social, emotional, and cultural support to students, as well as academic counselling and support. Guidance advisors work alongside students to engage them in action planning and short-term and long-term goal setting. Students meet with their advisors regularly at scheduled times to monitor their progress in course work and in other aspects of school life. Students can also request appointments with Guidance Advisors outside of their scheduled meeting times.

Individual Pathways Plan

We support the development of an IPP (Individual Pathways Plan) for all Fuller Students to pave a way to their future in a meaningful and intentional way. Students will work with an advisor in 4 key discovery areas: Self-Development, Exploration of Opportunities, Goal-Setting, Career Planning and Goal Attainment, and Transition Planning. A students' IPP will be a dynamic document and evolve with them as they grow and change throughout their academic years.

Accommodations and Special Considerations

A request for accommodation or for special consideration may be made at any time during the year. Once a request has been made, the Guidance Advisor will notify you of whether the school can accommodate the request. Some examples of individualized accommodations offered by the school are: providing extra time to complete projects or write tests, providing a quiet space for writing tests and permitting oral responses to test questions.

Computers and Learning Resources

Computers at or brought to the physical school (if and when appropriate) will allow students to access various learning sites via the internet to pursue their studies as directed. Online learning resources such as an e-library and supportive e-learning documents, and other resources will be made available to students.

SECTION 9: COURSE LISTS AND DESCRIPTIONS

Curriculum at Fuller Academy

Fuller's Secondary School program is designed to prepare students for careers and/or post-secondary education, including college and university; therefore, will include courses at the college and university preparation level.

University Preparation Courses (U courses): University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content, but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

University/College Preparation Courses (M Courses): University/College preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university, most college programs and for admission to specific apprenticeship or other training programs. The range of courses offered and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

Workplace preparation courses (E Courses): 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 (O Courses): 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.

Course Outlines and Documents: Course outlines are on file in the Principal's office and may be viewed by parents. A convenient viewing time should be arranged by appointment.

Ontario curriculum policy documents can be found at the following website:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Online and in-person Courses Offered at The School:

Fuller Academy will offer parts of a number of courses online for when students cannot, or prefer not to, attend classes at the school. Online courses are delivered via a webinar platform service.

Courses Offered at the School:

Grade 9

ENG1D/P	English
MPM1D/P	Principles of Mathematics
BBI10	Introduction to Business
TIJ10	Exploring Technologies
SNC1D/P	Science
FSF1D/P	Core French
CGC1D/P	Issues in Canadian Geography
AVI10	Visual Arts
GLS10	Learning Strategies
PPL10	Healthy Active Living Education

Grade 10

ENG2D/P	English
ESLBO	ESL English
CHC2D/P	Canadian History since World War 1
PPL20	Healthy Active Living Education
MPM2D/P	Principles of Mathematics
TDJ20	Technological Design
GLC20/CHV20	Careers and Civics and Citizenship
SNC2D/P	Science
BTT20	Information and Communication Technology in Business
ASM20	Media Arts

Grade 11

ENG3U/C	English
MCF3M	Functions and Applications
BDI3C	Entrepreneurship: The Venture
GWL30	Designing your Future
HSP3U/C	Introduction to Anthropology, Psychology and Sociology
EMS30	Media Studies
ASM30	Media Arts
IDC30	Interdisciplinary Studies ("Fuller Solutions Lab")
CGG30	Travel and Tourism: A Geographic Perspective
AMU30	Music

Grade 12

BOH4M	Business Leadership: Management Fundamentals
ENG4U/C	English
HSB4U	Challenge and Change in Society
HSE4M	Equity, Diversity, and Social Justice
HSC4M	World Cultures
IDC4U	Interdisciplinary Studies ("Fuller Solutions Lab")
CIA4U	Analyzing Current Economic Issues
CGW4U/C	World Issues: A Geographic Analysis
Co-Op	Co-Operative Credit

International Languages Courses (Open)

LWSBO	Level 1 Spanish
LWSCO	Level 2 Spanish

* Please note that course program is subject to change

Course Descriptions

GRADE 9

BB10 - This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

CGC1D and CGC1P - This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live

ENG1D and ENG1P - This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

FSF1D and FSF1P - This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

MPM1D and MPM1P - This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will

investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

PPL1/20 - 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.

SNC1D and SNC1P - This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

AVI10 - Grade 9 Visual Arts (AVI10) 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.

GLS10 - Learning Strategies 1: Skills for Success in Secondary School focuses on the development of knowledge and skills that can help all students achieve success in secondary school. The course can be modified to suit the individual needs of the learner. The learning expectations for this course would be based on the Learning Strategies 1 course, but the focus of the course would be different, in order to reflect the content and requirements of the particular courses the student is currently taking.

TIJ10 - This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

GRADE 10

ASM20 - This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

CHC2D and CHC2P - This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

CHV20 - This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

GLC20 - This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

ENG2D and ENG2P - This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

MPM2D and MPM2P - This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

SNC2D and SNC2P - This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid/base reactions; forces that affect climate and climate change; and the interaction of light and matter.

TDJ20 - This exploratory course introduces students to concepts and skills related to technological design, which involves the development of solutions to various design challenges and the fabrication of models or prototypes of those solutions. 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.

ASM20 - ASM20 enables students to create media artworks by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. In ASM20, students will develop the skills necessary to create and interpret media artworks.

BTT20 - This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

GRADE 11

BDI3C - This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based on a student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

CGG30 - This course focuses on travel and tourism as the vehicle for studying selected world regions. Using a variety of geo-technologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.

EMS30 - This course emphasizes knowledge and skills that will enable students to understand media communications in the twenty-first century and to use media effectively and

responsibly. Through analyzing 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 judgment, and skills in viewing, representing, listening, speaking, reading, and writing.

ENG3U and ENG3C - This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will 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.

AMS30 - This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works.

GWL30 - 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.

CIA4U - This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

HSP3U and HSP3C - 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.

IDC30 - This course will help students combine 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. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

MCF3M - This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in 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.

AMU30 - This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

GRADE 12

BOH4M - This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation

of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

ENG4U and ENG4C - This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

CGW4U and CGW4C - 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 culture, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geo-technologies 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.

HSC4M - This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

IDC4U - 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 analyze 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.

Cooperative Education, Grade 12, Double Credit (out in the community)

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

HSB4U - This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze 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.

HSE4M - This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

LWSBO - This course provides opportunities for students to begin to develop and apply fundamental skills in listening, speaking, reading, and writing in Spanish. Students will communicate and interact in structured activities and practical situations, 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 a general understanding and appreciation of diverse communities in regions of the world where Spanish is spoken. They will also develop skills necessary for lifelong language learning.

LWSCO - This course provides opportunities for students to develop competence and confidence in listening, speaking, reading, and writing in Spanish. Students will communicate

about matters of personal interest and everyday topics in interactive settings that emphasize real-life applications, and will read and write a variety of texts of increasing complexity in the language. Students will continue to develop their understanding and appreciation of diverse communities in regions of the world where Spanish is spoken. They will also explore personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

ADDITIONAL COURSES AVAILABLE:

ESL Levels 1-5

LEVEL 1 COURSES

ESLAO, English as a Second Language, Level 1

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

ELDAO, English Literacy Development, Level 1

This course is intended for English language learners who have had limited access to schooling and thus have significant gaps in their first-language literacy skills. Students will use basic listening and speaking skills to communicate in English for everyday purposes; develop readiness skills for reading and writing; begin to read highly structured texts for everyday and school-related purposes; and use basic English language structures and sentence patterns in speaking and writing. The course will also help students become familiar with school routines and begin to adapt to their new lives in Canada.

LEVEL 2 COURSES

ESLBO, English as a Second Language, Level 2

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

supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

ELDBO, English Literacy Development, Level 2

This course is intended for English language learners who have had limited access to schooling and thus have gaps in their first-language literacy skills. Students will use their developing listening and speaking skills to communicate in English for a variety of purposes; develop reading strategies to understand a variety of simple texts; produce simple forms of writing; apply increasing knowledge of English grammatical structures in speaking and writing; expand their vocabulary; and develop fundamental study skills. The course will also provide opportunities for students to become familiar with and use school and community resources and to build their knowledge of Canada and diversity.

LEVEL 3 COURSES

ESLCO, English as a Second Language, Level 3

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

ELDCO, English Literacy Development, Level 3

This course builds on students' growing literacy and language skills and extends their ability to communicate in English about familiar and school-related topics. Students will make brief oral presentations; improve their literacy skills through a variety of contextualized and supported reading and writing tasks; distinguish between fact and opinion in short written and oral texts; complete short guided-research projects; and engage in a variety of cooperative learning activities. The course will also enable students to strengthen and extend their study skills and personal-management strategies and to broaden their understanding of Canadian diversity and citizenship.

LEVEL 4 COURSES

ESLDO, English as a Second Language, Level 4

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

ELDDO, English Literacy Development, Level 4

This course extends students' literacy skills and ability to apply learning strategies effectively, and teaches them how to use community resources to enhance lifelong learning. Students will communicate with increased accuracy and fluency for a variety of academic and everyday purposes; perform a variety of guided reading, writing, and viewing tasks; and use media and community resources to complete guided-research projects. This course further develops the critical thinking skills students will need to participate in Canadian society as informed citizens.

LEVEL 5 COURSES

ESLEO, English as a Second Language, Level 5

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.

ELDEO, English Literacy Development, Level 5

This course provides students with skills and strategies that will allow them to continue their education successfully and pursue pathways to employment that may involve apprenticeship and/or cooperative education programs. Students will communicate orally and in writing on a variety of topics; perform a variety of independent reading and writing tasks; interpret and create media texts; and use a range of media and community resources. This course also expands the critical thinking skills students will need in order to contribute to Canadian society as informed citizens.