Mentor College

High School Calendar
2024-2025

INTRODUCTION

This course calendar is designed to provide parents and students with information on the academic programme offered in the High School Division of Mentor College.

Throughout this booklet you will find descriptions of our school organization, courses, the credit system, and the Ontario Secondary School Diploma.

The information contained in this brochure will assist students in planning their academic programme at Mentor College during their secondary school years (Grades 9 to 12, and AP).

EDUCATIONAL OBJECTIVES

Our High School program is based upon clearly defined goals within a structured environment. Emphasis is placed on the compulsory core credits of the **Academic and University** (university stream) course types in preparation for admission to a University or College of Applied Arts and Technology. We stress the personal and academic growth of the students to enable all individuals to achieve a successful outcome from their secondary school experience at Mentor College. Small classes and personal attention are offered in a full-year, non-semestered format to allow for continual learning throughout the entire school year.

With small classes, excellent communication with parents, and a commitment to providing students with extra academic help when required, Mentor College helps young people to enjoy academics and to achieve their potential as students.

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General Course and School Information

The School Year:
The school year runs from the Wednesday after Labour Day in September until the end of final examinations in mid-June. There are three terms, ending in December, March and June. A formal written report card is issued at the end of each term.

Student Responsibilities; Achievement and Attendance:
Evaluation of student achievement is based on a combination of class work, regular class tests, and examinations. The final evaluation for all courses comprises 30% of the final grade. The remaining 70% is for course work. A full description of the evaluation policy for Mentor College is available to students and parents on Edsby and is posted in classrooms.

Promotion of a student in a course at the end of each year will be determined by the guidance department and the school administration. Under normal circumstances, a student to be promoted and continue in the High School Programme must:

a.) achieve a 65% overall average for all subjects each year, and
b.) achieve a 60% in each English course offered in the programme
c.) repeat any prerequisite course with a grade below a 60% pass, or 70% if the course is taken in night school or summer school.

The primary objective of this policy is to maintain high academic standards at Mentor College and prepare students properly for admission into a variety of post-secondary educational institutions. Credits are granted for any course with a grade above 50%.

Attendance: 110 hours of instruction are mandated by the Ministry of Education for a student to earn a credit. Mentor College records the number of classes missed (doctor's appointments, illnesses, family holidays, school sports, field trips, etc.) and reports this in the monthly phone comments.

Students who arrive late to school **must** have a parental/guardian note or have the parent/guardian call the school. Upon arrival, the student **must** sign in at the office. Students who need to leave school early must have a parent/guardian note. The note is shown to the subject teacher and then the student gives the note to the attendance secretary in the office as he/she leaves.

Attendance Policy:
- **20 Absences** – parents/guardians informed by phone by a school administrator who must give approval for the student to stay in the course. Medical absences from this point on must be validated with a physician's note.
- **30 Absences** – student will lose the credit and be withdrawn from the course(s)

The Mentor College Code of Conduct:
This is available in this course calendar as Appendix 5, in the student handbook, and on Edsby.

Diplomas and Certificates

DIPLOMA REQUIREMENTS FOR STUDENTS ENTERING GRADE NINE TO TWELVE

All students are required to complete 30 credits of 110 instructional hours each to earn a high school diploma. This program will be four years in length and following Grade Ten, students will be streamed in their courses as preparation for university, college or the workplace. Students in Ontario must remain in school until they have reached the age of eighteen or obtained an **Ontario Secondary School Diploma (OSSD)**. Any students who may not finish the OSSD requirements could be eligible for the Ontario Secondary School Certificate or the Certificate of Accomplishment. The requirements for these certificates outlined in Appendix 2. See the Principal if clarification is required.

OSSD Compulsory Credits (Total of 19)

4 credits in English (1 credit per grade)
- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners the requirement may be met through earning a maximum of 3 credits in English as a Second Language (ESL) or English Literacy Development (ELD). The fourth credit must be a Grade 12 compulsory English course.

3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
2 credits in Science
1 credit in the arts
- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

1 credit in Canadian Geography (Grade 9)
1 credit in Canadian History (grade 10)
1 credit in French as a Second Language
- Students who have taken Native Languages in place of French as a Second Language in elementary school may use a Level 1 or 2 Native Language course to meet the compulsory credit requirements for French as a Second Language.

1 credit in Health and Physical Education
0.5 credit in Career Studies
0.5 credit in Civics and Citizenship
1 credit in grade 9 or 10 Technological Education (for students entering grade 9 in 2024)
3 additional credits, consisting of 1 credit from each of the following groups:
Group 1: English (including the Ontario Secondary School Literacy Course), French as a Second Language, Classical Languages, International Languages, Native Languages, Canadian and World Studies, Native Studies, Social Sciences and Humanities, Career Education, and Cooperative Education
Group 2: French as a Second Language, the Arts, Business Studies, Health and Physical Education, Co-operative Education
Group 3: French as a Second Language, Science (Grade 11 or 12), Computer Studies, Technological Education, Co-operative Education.

The following conditions apply to selections from the above three groups:
A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from group 1, and 1 credit from either Group 2 or Group 3. A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any Groups 1, 2, or 3.

(DIPLOMA REQUIREMENTS, cont'd)

Online Learning Graduation Requirement

Beginning with students that entered Grade 9 in the 2020-21 school year, students must earn at least two online learning credits to get their Ontario Secondary School Diploma. The online learning graduation requirement also applies to adult learners that will be entering the Ontario secondary school system starting in 2023-24 school year.

Parents who wish to opt out or exempt their child from the online graduation requirement must complete the opt-out form available from their child's school board. Exemption from the online learning graduation requirements may be requested by:

- the parent or guardian of the secondary student
- students who are 18 years of age or older
- students who are 16 or 17 years of age and have withdrawn from parental control

Community Service and Literacy Requirements:
Students will also have to complete a minimum of 40 hours of community involvement above the 30 credits as a requirement prior to graduation (see Appendix 1). They must also successfully complete the Ontario Secondary School Literacy Test (OSSLT) which is usually written in Grade Ten. The Ontario Literacy Course can be taken after one unsuccessful attempt in two eligible years of taking the OSSLT. For information regarding deferrals, accommodations, special provisions, or exemptions, parents should contact the Principal.

Substitutions for Compulsory Courses:
The Principal may replace up to three compulsory courses with courses from the remainder of those that meet the compulsory credit requirements. The decision to make a substitution for a student should only be made if the student's educational interests are best served by such substitution. A parent or adult student must make a request in writing to the Principal who will make the final decision. Substitutions are noted on the Ontario Student Transcript.

Prerequisites:
Some courses require students to have passed another course at a lower level as required by the Ontario Ministry of Education. A parent or adult student may request that a prerequisite be waived and the Principal makes the decision in consultation with the parent, student and appropriate school staff. This waived credit is noted in the OSR folder.

Curriculum

Definition of an Ontario Credit:
A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a Principal on behalf of the Ministry of Education for courses that have been developed or authorized by the ministry. A half-credit may be given for each 55 hour part of a 110-hour ministry-developed course *in accordance with the policy outlined in the curriculum policy documents.* Most courses are offered as single-credit courses.

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

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

Open (O) 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.

Destreamed (W) courses include grade nine math (MTH1W), science (SNC1W), geography (CGC1W) and English (ENL1W) and are neither Academic or Applied

Applied (P) courses in grade ten focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas and students are given more opportunities to experience hands-on applications of the concepts and the theories they study. There are no Applied courses offered at Mentor College.

The following three types of courses are offered in Grades 11 and 12 at Mentor College:

University preparation (U) courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programmes.

University/college preparation (M) courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programmes offered at universities and colleges.

Open (O) 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.

The Course Coding System:
The course code is five alpha-numeric digits that indicate the course discipline (Ministry curriculum document), the grade level and the course type.

- The first three letters indicate the course from a Ministry Guideline.
- The next number indicates the grade level 1-4 corresponding to Grades 9 to 12.
- The next letter indicates the type of course: Academic (D), Applied (P), Open (O), University (U), University/College (M), or de-streamed (W)

Examples:	AVI2O:	Grade 10 Visual Arts, Open
	SBI3U:	Grade 11 Biology, University
	TGJ4M:	Grade 12 Communications Technology, University/College

Accessing Curriculum Documents, Course Outlines and School Discipline policies:
Ministry of Education curriculum and policy documents are available to students and parents on the Ontario Ministry of Education website at http://ww.edu.gov.on.ca/eng/.

Mentor College Course Outlines, Codes of Conduct and Lateness/Plagiarism policies are available in the student agenda (handbook section) and on Edsby at https://mentorteam.edsby.com/.

Course Withdrawals:
Students carrying courses above the minimum school and OSSD requirements may withdraw from the course after the second term of school. Parental permission and approval of the Principal will be required in all such requests. After the second term (five school days following the March report) withdrawal may be granted but the course attempt remains on the student record for students in grade 11 and 12. This is full disclosure.

(CURRICULUM, cont'd)

Changing Course Types:
In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he/she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study. If the Principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the Principal may waive the prerequisite.

Equivalent Credits:
Mentor College has an equivalent credit policy that is based on the Ministry of Education document "Ontario Schools" (Appendix 2, page 90 in that document) for students transferring from out-of-province to Mentor College. This policy allows the Principal to determine the credit equivalency of the student's previous school. It will then be determined how many credits, including compulsory credits are required to earn the OSSD. The Prior Learning Assessment and Recognition (PLAR) challenge for credits is not used at Mentor College to assign credits.

Reporting Student Progress (The Ontario Student Record or OSR):
Parents are phoned by homeroom teachers in September, October, November, January, February, April, and May. Grades and comments from subject teachers are given at these times. Formal written report cards are distributed to parents in December, March, and June. Copies of the report are retained in the Ontario Student Record (OSR) folder. Parents (or students 18 and older) can request access to the OSR through the Principal or Vice-Principal.

Student Transcripts:
As required by the Ministry of Education, detailed records of students' results are kept. Student transcripts are provided to potential employers, colleges, universities, or other schools upon parent (or students 18 and older) request. Full disclosure of all course attempts, including course failures in Grades 11 and 12, is made on all Ontario student transcripts.

Mentor College Evaluation Policy:
This policy follows the Ministry of Education document "Growing Success, Assessment, Evaluation and Reporting in Ontario Schools" (2010). It is available to both parents and students as Appendix 6 in this course calendar, in the handbook section of the student agenda, and on Edsby.

Course Changes:
All course changes must be completed within the first two weeks of school. Parental permission will be required. As well, the change is subject to approval by the Principal and will only be permitted if there is adequate space in the course requested.

External Music Credits:
Students may receive Ontario credits for work completed in external music programs that are authorized by the Ontario Ministry of Education. Students should see the Principal with certified copies of their practical and theory (rudiments) reports so they can be assessed and transposed onto the Ontario Student Transcript. Specific details can be found in the Ministry document "Ontario Schools" (2011, Appendix 4).

(CURRICULUM, cont'd)

Courses Studied Outside Mentor College:
As outlined in the handbook section of the student agenda, students are responsible for ensuring that credit courses taken at other schools or programmes are acceptable at Mentor College for credit. Students should speak to a guidance counselor or Principal prior to enrollment but general guidelines include the following:

- **Summer School Courses:** Four-week credits from board schools or four-week single overseas credits are accepted. Two-week summer courses (upgrades) are not accepted.
- **Correspondence Courses:** Those offered by the Independent Learning Centre (ILC) are accepted and available for a fee. See the Principal for an application.
- **Online Courses**: School board and ILC courses are permitted in subjects other than Maths, Sciences or English.
- **English Courses:** At least one English course at the Grade 11 or 12 level must be taken at Mentor College in the full year day program with a mark of not less than 60%.

Students applying for the senior school tie award must take all their credits at Mentor College or the Mentor College Summer School as long as they are offered in the Mentor College Course Calendar.

Course Offerings:
The courses described in this booklet will be offered each year subject to sufficient enrollment unless otherwise indicated. It is possible that courses will be over-subscribed in which case not every student will be able to obtain his or her first choices. Students requesting special course offerings or individualized timetables should request assistance from guidance services before May of the preceding school year.

Supports and Resources

Guidance Services:
Guidance services are available to students at Mentor College to assist them in developing an appropriate Individual Pathways Plan and career alternatives using "My Blueprint". Students will be consulted with parents to complete course selections. The guidance department is involved with peer tutoring support, intervention for students in academic need and counseling for exam study skills and time management strategies. Guidance staff work with students, parents and school administration to help at-risk students who may not graduate.

Supports for English Language Learners:
English language learners can find support in many ways. Subject and English teachers provide scheduled extra help sessions. Student can engage in peer tutoring opportunities at lunch. The Writing Centre is open every day and staffed by English teachers to provide help with both spoken and written language.

(SUPPORTS AND RESOURCES, cont'd)

Student Issued Devices / Computer Labs and Study Centre:
All students are issued a PC device for home and school use during the school year. Students can access course resources and Edsby on the devices. Three computer labs are available for all students to do work on PC and MAC computers. A fourth study-computer room is available for Grade 12 quiet study during spare periods. This room allows for computer and internet use, and printing of documents is available for all students for a nominal fee.

Special Education:
Students who attend Mentor College with an IEP or recommendations from a recent psycho-educational assessment are able to receive accommodations as required. These may include but are not limited to alternative teaching-learning strategies and altered assessment techniques that suit the student needs. Consult with the guidance department for a full explanation.

Other notes:

Academic Honours and Subject Achievement Awards:
Students in the High School Division of Mentor College are encouraged to work at their maximum academic potential throughout the school year. To inspire students in attaining their goals, the school offers the Mentor College "Honours Award". This special award is received by students who attain an overall average between 80.0% and 89.9% in the subjects studied throughout the year. The "Honours with Distinction Award" is given to students with an overall average above 90.0%. Averages are not rounded. In Grade 12, students with an overall average of 80.0% or greater receive the Ontario Scholar Award.

For each subject section in the High School Programme, one student will be selected by the teacher who has shown initiative and co-operation and who has excelled academically in the course. This special award (along with others) is presented at the annual awards and graduation ceremonies each year.

Extra-Curricular Programme:
Students at Mentor College are encouraged to participate in the extra-curricular programme. Students are offered a variety of athletic, cultural, and general interest clubs which may be undertaken to pursue activities not taken in the regular academic curriculum. Activities offered (subject to sufficient interest and enrollment) will be posted in September. The school provides a "co-curricular record" of all extra-curricular activities upon parental request.

High School Course Listing

English:

ENL1W	Gr. 9 English
ENG2D	Gr. 10 English
ENG3U	Gr. 11 English
ENG4U	Gr. 12 English
EWC4U	Gr. 12 English Writer's Craft

French as a Second language:

FSF1D	Gr. 9 Core French (academic)
FSF2D	Gr. 10 Core French (academic)
FSF3U	Gr. 11 Core French (university)
FSF4U	Gr. 12 Core French (university)

Mathematics:

MTH1W	Gr. 9 Mathematics
MPM2D	Gr. 10 Principles of Mathematics
MCR3U	Gr. 11 Functions
MCF3M	Gr. 11 Functions and Applications
MDM4U	Gr. 12 Data Management
MHF4U	Gr. 12 Advanced Functions
MCV4U	Gr. 12 Calculus and Vectors

Social Sciences:

HSP3U	Gr. 11 Introduction to Anthropology, Psychology and Sociology
HZT4U	Gr. 12 Philosophy: Questions
HSB4U	Gr. 12 Sociology: Challenge and Change in Society

Arts:

AMU1O	Gr. 9 Instrumental Music
AMU2O	Gr. 10 Instrumental Music
AMU3M	Gr. 11 Instrumental Music
AMU4M	Gr. 12 Instrumental Music
AVI2O	Gr. 10 Visual Arts
AVI3M	Gr. 11 Visual Arts
AVI4M	Gr. 12 Visual Arts

English as a Second Language:

ESLAO	ESL	Level 1
ESLBO	ESL	Level2
ESLCO	ESL	Level 3
ESLDO	ESL	Level 4
ESLEO	ESL	Level 5

International Languages:

LWSBD	Spanish	Level 1
LWSCU	Spanish	Level 2
LWSDU	Spanish	Level 3

Sciences:

SNC1W	Gr. 9 Science
SNC2D	Gr. 10 Science
SBI3U	Gr. 11 Biology
SCH3U	Gr. 11 Chemistry
SPH3U	Gr. 11 Physics
SBI4U	Gr. 12 Biology
SCH4U	Gr. 12 Chemistry
SPH4U	Gr. 12 Physics
SES4U	Gr. 12 Earth and Space Science
SNC4M	Gr. 12 Science (Health Related)

Guidance & Career Education:

GLS1O	Gr. 9 Learning Strategies and Theories
GLC2O	Gr. 10 Careers (0.5 credit)
GPP3O	Gr. 11 Leadership & Peer Support

Health & Physical Education:

PPL1O	Gr. 9 Healthy Active Living Education
PPL2O	Gr. 10 Healthy Active Living Education
PPL3O	Gr. 11 Healthy Active Living Education
PSK4U	Gr. 12 Introductory Kinesiology

Canadian & World Studies:

CGC1W	Gr. 9 Exploring Canadian Geography
CHC2D	Gr. 10 Canadian History since WWI
CHV2O	Gr. 10 Civics and Citizenship (0.5 credit)
CGF3M	Gr. 11 Forces of Nature: Physical Processes and Disasters
CHW3M	Gr. 11 World History to the end of the Fifteenth Century
CHA3U	Gr. 11 American History
CLU3M	Gr. 11 Understanding Canadian Law
CGW4U	Gr. 12 Canadian and World Issues: A Geographic Analysis
CIA4U	Gr. 12 Analyzing Current Economic Issues
CHY4U	Gr. 12 World History since the Fifteenth Century
CLN4U	Gr. 12 Canadian and International Law

Business, Technology and Computers:

BEM1O	Gr. 9 Building the Entrepreneurial Mindset
TGJ2O	Gr. 10 Communication Technology
ICD2O	Gr. 10 Digital Technology and Innovations in the Changing World
BEP2O	Gr. 10 Launching and Leading a Business
BAF3M	Gr. 11 Financial Accounting Fundamentals
ICS3U	Gr. 11 Introduction to Computer Science
TGJ3M	Gr. 11 Communication Technology
BAT4M	Gr. 12 Financial Accounting Principles
BBB4M	Gr. 12 International Business Fundamentals
ICS4U	Gr. 12 Computer Science
TGJ4M	Gr. 12 Communication Technology

Advanced Placement (AP) Courses: ***(see Appendix 3)***

Biology	Chemistry
Physics C: Mechanics	Physics C: Electricity and Magnetism
Calculus AB	Calculus BC
Physics 1: Algebra-Based	Physics 2: Algebra-Based
French	English Literature
Macro Economics	Micro Economics
Comparative Government and Politics	
Environmental Science	

How to Plan Your High School Career

To graduate, you must have a total of 30 credits, including the following mandatory courses and 12 electives.

Mandatory Courses specific to Mentor College

- Music (AMU10) or Art (AVI20) as the Arts credit
- TGJ2O as the mandatory grade 9/10 technology course
- One Science (11 or 12) or additional language or additional technology
- One other language (English, French, Spanish) or Canadian and World Studies (Physical Geography 11, History 11 or 12, Law 11 or 12, World Issues 12) or Social Studies (Anthropology, Philosophy or Challenge and Change in Canadian Society)

Grade 9	Grade 10	Grade 11	Grade 12
English (ENL1W)	English (ENG2D)	English (ENG3U)	English (ENG4U)
Math (MTH1W)	Math (MPM2D)	Math (MCR3U or MCF3M)	
French (FSF1D)	History (CHC2D)		
Geography (CGC1W)	Science (SNC2D)		
Science (SNC1W)	Physical Education (PPL20)		
Physical Education (PPL10)	Civics and Careers (CHV20 and GLC20)		

Courses taken outside of the regular school year:_____

This planning will occur in the Careers Course (GLC2O) and in Guidance, using the "My Blueprint" platform.

Course Descriptions: Grade Nine

English, Grade 9 (ENL1W)

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

Prerequisite: None

Mathematics, Grade 9 (MTH1W)

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

Prerequisite: None

Grade 9, Core French FSF1D (Academic)

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.

Prerequisite : Minimum of 600 hours of French instruction, or equivalent

Grade 9, Science SNC1W

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

Prerequisite: None

(COURSE DESCRIPTIONS: GRADE NINE, cont'd)

Grade 9, Exploring Canadian Geography CGC1W (De-streamed)
This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

Prerequisite: None

Grade 9, Healthy Active Living Education PPL1O (Open)
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Grade 9, Building the Entrepreneurial Mindset BEM1O (Open)
In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

Prerequisite: None
Note: Students will have the opportunity to take the Microsoft Office certification exams for Word, PowerPoint and Excel as part of this course. These are internationally recognized Microsoft Office Certifications.

(COURSE DESCRIPTIONS: GRADE NINE, cont'd)

Grade 9, Music AMU1O (Open)
This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

Prerequisite: None

Note: Participation in the Grade Nine Concert Band is a course requirement (rehearsals Tuesdays after school from 3:30 to 4:30).

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS1O)
This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Prerequisite: None

Course Descriptions: Grade Ten

Grade 10, English ENG2D (Academic)
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: Grade 9 English, Academic or Applied

Grade 10, Principles of Mathematics MPM2D (Academic)
This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications, solve and apply linear systems, verify properties of geometric figures using analytic geometry, and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Grade 9 Mathematics, Academic, or Grade 9 Mathematics Transfer, Applied to Academic

Grade 10, Canadian History since World War I CHC2D (Academic)
This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

Grade 10, Science SNC2D (Academic)
This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants, chemical reactions with a particular focus on acid–base reactions, forces that affect climate and climate change, and the interaction of light and matter.

Prerequisite: Grade 9 Science, Academic or Applied

Grade 10, Healthy Active Living Education PPL2O (Open)
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Grade 10, Civics and Citizenship (Half Credit) CHV2O (Open)

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

Prerequisite: None

Grade 10, Career Studies (Half Credit) GLC2O (Open)
This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

Grade 10, Music AMU2O (Open)
This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. *Prerequisite*: None*Note:* Participation in the Grade Ten Concert Band is a course requirement (rehearsals Thursdays after school from 3:30 to 4:30).

(COURSE DESCRIPTIONS: GRADE TEN, cont'd)

Grade 10, Visual Arts AVI2O (Open)
This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None

Grade 10, Core French FSF2D (Academic)
This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of Francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

Prerequisite: Core French, Grade 9, Academic or Applied

Grade 10, Spanish, Level 1 LWSBD (Academic)
This course is designed to enable students to begin to develop competence in listening, speaking, reading and writing in the language of study. Students will participate in interactive activities in which they can apply and develop their language skills to communicate with native speakers of the language. They will explore aspects of culture in regions of the world where the language is spoken, including social customs, naming practices, family life and relationships, food, sports, music, popular festivals and celebrations.

Prerequisite: None, previous language experience assessed by school administrators

Grade 10, Communications Technology, TGJ2O (Open)
This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

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

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

Prerequisite: None

Grade 10, Launching and Leading a Business, BEP2O (Open)

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

Prerequisite: None.

Course Descriptions: Grade Eleven

Grade 11, English, University Preparation ENG3U
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: Grade 10 English, Academic

Grade 11, Functions and Relations, University Preparation MCR3U
This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions (including trigonometric and exponential function), represent functions numerically, algebraically, and graphically, solve problems involving applications of functions, investigate inverse functions, and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic
Recommendation: minimum 70% in MPM2D.

Grade 11, Functions and Applications, University/College (MCF3M)
This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically, simplify expressions, solve equations, and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic or Foundations of Mathematics, Grade 10, Applied. (This course is one prerequisite for Mathematics of Data Management, MDM4U)

Grade 11, Biology, University Preparation SBI3U
This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity, evolution, genetic processes, the structure and function of animals, and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: Grade 10 Science, Academic

(COURSE DESCRIPTIONS: GRADE ELEVEN, cont'd)

Grade 11, Chemistry, University Preparation SCH3U
This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds, chemical reactions and quantitative relationships in those reactions, solutions and solubility, and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Grade 10 Science, Academic

Grade 11, Physics, University Preparation SPH3U
This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific inquiry skills as the verify accepter laws and solve both assigned problems and those emerging from their investigations. Students will also analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Grade 10 Science, Academic

Grade 11, Financial Accounting Fundamentals, University/College Preparation BAF3M
This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

Prerequisite: None

Grade 11, Music, University/College Preparation AMU3M
This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

Prerequisite: Music, Grade 9 or 10, Open
Note: Participation in the Senior Concert Band is a course requirement (rehearsals Wednesdays after school from 3:30 to 4:45).

(COURSE DESCRIPTIONS: GRADE ELEVEN, cont'd)

Grade 11, Visual Arts, University/College Preparation AVI3M
This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design).

Prerequisite: Visual Arts, Grade 9 or 10, Open

Grade 11, Core French, University Preparation FSU3U
This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 10, Academic

Grade 11, American History, University Preparation CHA3U
This course explores key aspects of the social, economic, and political development of the United States from pre-contact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

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

Grade 11, Forces of Nature: Physical Processes and Disasters University/College Preparation CGF3M
In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

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

(COURSE DESCRIPTIONS: GRADE ELEVEN, cont'd)

Grade 11, Leadership and Peer Support, Open GPP3O
This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community, develop skills in communication, interpersonal relations, teamwork, and conflict management, and apply those skills in leadership and/or peer support roles (eg: as a student council member or a peer tutor). Students will examine group dynamics and learn the value of diversity within groups and communities. This course has some mandatory weekend excursions, including work at the Outdoor Education Centre and an extended overnight backpacking/camping trip.

Prerequisite: None

Grade 11, Healthy Active Living Education, Open PPL3O (coed)
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Grade 11, Introduction to Computer Science, University ICS3U
This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Prerequisite: None

Grade 11, Introduction to Anthropology, Psychology and Sociology, University HSP3U
This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Prerequisite: English, Grade 10 Academic or Canadian History Grade 10 Academic

(COURSE DESCRIPTIONS: GRADE ELEVEN, cont'd)

Grade 11 Understanding Canadian Law, University Preparation CLU3M
This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

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

Grade 11 World History to the end of the Fifteenth Century, University/College Preparation CHW3M
This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

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

Grade 11, Communications Technology, University/College Preparation TGJ3M
This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production, radio and audio production, print and graphic communications, photography, digital imaging, broadcast journalism, and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

Prerequisite: None

Grade 11 Spanish, Level 2 LWSCU (University)
This course offers students opportunities to further develop competence and confidence in listening, speaking, reading and writing in the language of study. Students will participate in interactive activities (e.g. discussions about daily lives of youth, travel, shopping) in which they will further develop their knowledge of linguistic elements. They will continue to explore aspects of culture in regions of the world where the language is spoken, including fashion, historical figures, music, and dance. Students will enhance their critical and creative thinking skills through reading diverse materials, including original literature, and will explore a variety of personal and professional contexts in which knowledge of the international language is required.

Prerequisite: None, but Spanish, Level 1 Academic recommended

Course Descriptions: Grade Twelve

Grade 12, English, University Preparation ENG4U
This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: Grade 11 English, University Preparation

Grade 12, The Writer's Craft, University Preparation EWC4U
This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing, use a workshop approach to produce a range of works, identify and use techniques required for specialized forms of writing, and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project, and investigate opportunities for publication and for writing careers.

Prerequisite: Grade 11 English, University Preparation

Grade 12, Mathematics, Calculus and Vectors, University Preparation MCV4U
This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space, broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions, and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

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

Grade 12, Advanced Functions, University Preparation MHF4U
This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

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

(COURSE DESCRIPTIONS: GRADE TWELVE, cont'd)

Grade 12, Biology, University Preparation SBI4U
This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the area of metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life science and related fields.

Prerequisite: Biology, Grade 11, University Preparation

Grade 12, Mathematics of Data Management, University Preparation MDM4U
This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information, solve problems involving probability and statistics, and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

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

Grade 12, Chemistry, University Preparation SCH4U
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

Grade 12, Physics, University Preparation SPH4U
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Grade 11 Physics, University Preparation

(COURSE DESCRIPTIONS: GRADE TWELVE, cont'd)

Grade 12, Earth and Space Science, University Preparation SES4U
This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

Prerequisite: Grade 10 Science, Academic

Grade 12, World Issues: A Geographical Analysis, University Preparation CGW4U
In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Grade 12, World History Since the Fifteenth Century, University Preparation CHY4U
This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Grade 12, Financial Accounting Principles, University/College Preparation BAT4M
This course introduces students to advanced accounting principles that will prepare them for post-secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

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

(COURSE DESCRIPTIONS: GRADE TWELVE, cont'd)

Grade 12, Analysing Current Economic Issues, University Preparation 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.

Prerequisite: Any university or university/college preparation course

Grade 12, Music, University/College Preparation AMU4M
This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

Prerequisite: Music, Grade 11, University/College Preparation
Note: Participation in the Senior Concert Band is a course requirement (rehearsals Wednesdays after school from 3:30 to 4:45).

Grade 12, Visual Arts, University/College Preparation AVI4M
This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Prerequisite: Visual Arts, Grade 11, University/College Preparation
Note: Grade 12 art students are expected to contribute to the curatorship and submission of art work for the Spring Senior Art Show.

Grade 12, Core French, University Preparation FSF4U
This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 11, University Preparation

(COURSE DESCRIPTIONS: GRADE TWELVE, cont'd)

Grade 12, Spanish, Level 3 LWSDU, University
This course prepares students for postsecondary studies in Spanish. Students will continue to refine and enhance their listening, speaking, reading and writing skills in the language, with the goal of using these communication skills in a variety of personal, academic and professional contexts. Using a wide variety of sources, including original texts in Spanish, students will consolidate their language skills as they use increasingly complex linguistic elements and language conventions. Students will also have opportunities to enrich their knowledge of aspects of culture in regions where the language is spoken, including issues regarding popular culture, linguistic communities in Canada, literature, history, geography, and the arts.

Prerequisite: None, but Spanish, Level 2 recommended.

Grade 12, Computer Science, University ICS4U
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

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

Grade 12, Introductory Kinesiology, University Preparation PSK4U
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Prerequisite: Any Grade 11 university or university/college preparation course in Science, or any Grade 11 or 12 course in Health and Physical Education

Grade 12, Philosophy: Questions and Theories, University Preparation HZT4U
This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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

(COURSE DESCRIPTIONS: GRADE TWELVE, cont'd)

Grade 12, Canadian and International Law, University Preparation CLN4U
This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

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

Grade 12, Communications Technology, University/College Preparation TGJ4M
This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production, radio and audio production, print and graphic communications, photography, digital imaging, broadcast journalism, and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

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

Grade 12, International Business Fundamentals, University/College Preparation BBB4M
This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Prerequisite: None

Grade 12, Challenge and Change in Society, University Preparation HSB4U
This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

Prerequisite: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

(COURSE DESCRIPTIONS: GRADE TWELVE, cont'd)

Grade 12, Science (Health-Related); University College Preparation SNC4M
This course furthers students' understanding of the processes that occur in health-related fields. Students will study theory and conduct investigations in the areas of various medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of topics under study and helps students refine skills related to scientific investigations.

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

Appendix 1: Community Involvement

Information on the Community Involvement Diploma Requirement

School: Mentor College Telephone: 905-271-3393
Contact: Ms. Karyn Walmark, Head of Guidance

Introduction:
Every student who begins secondary school in Ontario is required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

This document provides information on the community involvement diploma requirement for students and parents, as well for the persons and organizations who are asked by students to sponsor a particular community involvement activity. If further information is required, please contact the person identified above.

Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment and preparation. The safety of the student is paramount.

It should be noted that students will **not** be paid for performing any community involvement activity.

A parent is not required to sign this form or to be consulted if the student is 18 years of age or older.

Roles and Responsibilities of Mentor College:
Mentor College is responsible for the implementation of community involvement activities through the school. A list of approved community involvement activities has been developed by the school. This list is included in this information package, along with a list of activities that the Ministry of Education and Training has stated are ineligible. Mentor College will not approve student participation in any activities that are on the Ministry's list of ineligible activities. Mentor College must ensure that all participants, including student and community sponsors, are adequately covered by school insurance.

All students' tracking sheets are filed in the office and hours are recorded on the student database. When the 40 hours are completed, it is noted on the Ontario Student Transcript.

(COMMUNITY INVOLVEMENT, cont'd)

Mentor College: List of Eligible Activities

- Working and/or assisting with activities for the elderly (senior citizens)
- Working and/or assisting with persons who are physically or mentally challenged
- Coaching an athletic team in the community, or assisting with the management of the team
- Helping any community organization such as Rotary, Lions, Kiwanis, United Way, Kids Help Phone, food banks.
- Working with the Boy Scouts of Canada, Girl Guides of Canada, Daily Bread Food Bank, or Children's Aid Society
- Volunteer work in any health care setting (hospital)
- Working with any community organization recognized as helping make the city a safer or more environmentally sound place.
- Volunteering time to raise money for recognized charities such as Kid's Help Phone, Canada World Youth, Interim Place, Canadian Cancer Society, Campaign Against Child Poverty, or the United Way.
- Volunteering at the Humane Society or a veterinary clinic
- Volunteering to help in a not-for-profit community activity that is approved by the Principal.

Mentor College: List of Ineligible Activities

Mentor College has developed a list of activities that may **not** be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

- Is a replacement 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 person.
- Involves handling of substances classed as "designated substances" under the Occupation 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).

Appendix 2: The Ontario Secondary School Certificate and Certificate of Accomplishment

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

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

The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

Appendix 3: Advanced Placement Courses

Advanced Placement (AP) courses are a series of college level courses and examinations designed for secondary school students. This is a co-operative educational endeavour between secondary schools and colleges and universities. AP courses provide the opportunity for academically talented and highly motivated students to upgrade the quality and increase the challenge of their studies. Most colleges and universities in Canada and the United States grant High School students college/university credit, placement, or both for qualifying AP exam grades.

May examinations are administered by the U.S.-based College Board (the same organization that offers the SATs).

Grade 11 or 12 students interested in pursuing AP courses/exams must apply in May and be approved by the department head, the AP teacher and the Principal. There is an additional fee used to cover course materials and examination costs.

AP PHYSICS 1: Algebra Based
This course is recommended for students who are in Grade 11 and it targets the big ideas in any first semester algebra based university or college level physics course. In addition to the regular high school curriculum, it includes complex concepts such as rotational kinematics and dynamics, torque, conservation of angular momentum and energy of angular motion. The focus of this course is an inquiry-based learning meant to develop critical thinking skills that will provide an enduring support for future advanced science courses.

AP PHYSICS 2: Algebra Based
This course is recommended for students who are in Grade 11 and it targets the big ideas in any second semester algebra based university or college level physics course. The content of this course includes the study of fluids and fluid mechanics, thermodynamics and kinetic theory, in-depth analysis of electric fields and electric circuits, magnetism and magnetic induction, all facets of optics and basic ideas in modern physics. Most of this content is not included in the regular high school curriculum. Through inquiry-based learning, this course will build solid critical thinking skills to be used in any future advanced science courses.

AP PHYSICS C: Mechanics
This course is recommended for students who are in Grade 12 and it targets the big ideas in any university level physics course for physics or engineering majors. It covers all components of mechanics including kinematics and dynamics of linear and two-dimensional motion, all facets of angular motion, and an in-depth analysis of mechanical systems from an energy standpoint. The implementation of calculus in all laws and principles of mechanics is targeted and the physical interpretation of all the mathematical steps/solutions is of critical importance. For this reason, it is recommended that this course is taken concurrently with an AP Calculus course. The laboratory component is strictly documented and builds up critical thinking skills of high quality.

(COURSE DESCRIPTIONS: ADVANCED PLACEMENT, cont'd)

AP PHYSICS C: Electricity and Magnetism

This course is recommended for students who are in Grade 12 and it targets the big ideas in any university level physics course for physics or engineering majors. Course material includes electrostatics, conductors, capacitors and dielectrics, electric circuits, magnetic fields, and electromagnetism. All laws and principles will be presented using advanced calculus concepts and all solutions will have to be interpreted from a physical standpoint. It is highly recommended that the students enrolled in this course are concurrently or have already taken and AP Calculus course as well. The laboratory component is strictly documented and builds up critical thinking skills of high quality.

AP MICRO ECONOMICS and AP MACRO ECONOMICS

The AP Economics course consists of two parts called macroeconomics and microeconomics. The purpose of an AP microeconomics course is to provide a thorough understanding of the principles of economics that apply to the functions of individual consumers and producers within a larger economics system. The AP course macroeconomics is designed to offer a thorough understanding of the principles of economics that apply to an economic system as a whole. Two final examinations are required (one for micro and one for macro).

AP FRENCH

The AP French Language course is comparable to a third-year college level French course. It emphasizes the use of language for active communication and helps students develop the ability to understand spoken French in various contexts, a sufficient vocabulary to understand articles published in newspapers, magazines, and literary texts, and the ability to express themselves coherently and with reasonable fluency in both written and spoken French. Students are assessed by means of an examination which is approximately two-and-one-half hours long.

AP BIOLOGY

The AP Biology course is designed to help highly motivated and independent learners develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. Primary emphasis in the AP Biology course is on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are a grasp of science as a process rather than as an accumulation of facts, personal experience in scientific inquiry, recognition of unifying themes that integrate the majors topics of biology, and application of biological knowledge and critical thinking to environmental and social concerns.

(COURSE DESCRIPTIONS: ADVANCED PLACEMENT, cont'd)

AP CHEMISTRY

AP Chemistry should meet the objectives of a good college general chemistry course. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory.

AP CALCULUS AB

Calculus AB is primarily concerned with developing understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, and analytically. Throughout the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.

AP CALCULUS BC

AP Calculus BC explores the key concepts, methods, and applications of single-variable calculus including all topics covered in AP Calculus AB (functions, graphs, and limits, derivatives, integrals, and the Fundamental Theorem of Calculus) as well as additional topics in differential and integral calculus such as parametric, polar and vector functions, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

AP ENGLISH LITERATURE

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

(COURSE DESCRIPTIONS: ADVANCED PLACEMENT, cont'd)

AP UNITED STATES HISTORY

The AP US History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of US history for significant events, individuals, developments, and processes in nine historical periods and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course provides seven themes: American and national identity, migration and settlement, politics and power, work/exchange/technology, America in the world, geography and the environment, and culture and society. Students explore these themes throughout the course in order to make connections among historical developments in different times and places.

AP COMPARATIVE GOVERNMENT AND POLITICS

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. For example, we only know that a country has a high population growth rate or serious corruption when we compare it to other countries. Careful comparison of political systems produces useful knowledge about the institutions and policies countries have employed to address problems, or, indeed, what they have done to make things worse. We can compare the effectiveness of policy approaches to poverty or overpopulation by examining how different countries solve similar problems. Furthermore, by comparing the political institutions and practices of wealthy and poor countries, we can begin to understand the political consequences of economic well-being.

AP ENVIRONMENTAL SCIENCE

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course.

Appendix 4: English as a Second Language

ESL, Level 1, Open (ESLAO)
This course builds on students' previous education and language knowledge, introduces them to the English language, and helps 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.

Prerequisite: None

ESL, Level 2, Open (ESLBO)
This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics, read a variety of texts designed or adapted for English language learners, expand their knowledge of English grammatical structures and sentence patterns, and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

Prerequisite: ESL Level 1 or equivalent

ESL, Level 3, Open (ESLCO)
This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations, read a variety of adapted and original texts in English, and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship and a variety of current Canadian issues.

Prerequisite: ESL Level 2 or equivalent

ESL, Level 4, Open (ESLDO)
This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars, study and interpret a variety of grade-level texts, write narratives, articles, and summaries in English, and respond critically to a variety of print and media texts.

Prerequisite: ESL Level 3 or equivalent

(COURSE DESCRIPTIONS: ENGLISH AS A SECOND LANGUAGE, cont'd)

ESL, Level 5, Open (ESLEO)

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

Prerequisite: ESL Level 4 or equivalent

Appendix 5: Codes of Conduct

CODE OF BEHAVIOUR: ACADEMIC MATTERS
It is an offense for any student to intentionally:

- Use or possess any notes or unauthorized aids in any test or exam room prior to or during the test or exam
- Submit any work that has been previously or simultaneously submitted in another course
- Submit work containing a quote or statement of fact that has been concocted
- Collaborate with others when preparing an assignment that is to be done as independent work

Any of the above infractions will automatically result in a grade of zero for the test or assignment. A repeated offense or cheating on any examination will nullify the course credit and may also result in suspension or expulsion.

RULES OF BEHAVIOUR: ONTARIO CODE OF CONDUCT
The following information comes from the Ontario Code of Conduct. This publication was created by the Ministry of Education and can be accessed in its entirety at:
http://www.edu.gov.on.ca/eng/safeschools/code.html

"A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment."

Principals (referred to as administrators in this handbook) take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care and commitment to academic excellence and a safe teaching and learning environment
- holding everyone, under their authority, accountable for their behavior and actions
- empowering students to be positive leaders in their school and community
- communicating regularly and meaningfully with all members of their school community.

Teachers and school staff, under the leadership of their Principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behavior. As role models, staff members uphold these high standards when they:

- help students work to their full potential and develop their self-worth
- empower students to be positive leaders in their classroom, school and community
- communicate regularly and meaningfully with parents
- maintain consistent standards of behavior for all students
- demonstrate respect for all students, staff and parents
- prepare students for the full responsibilities of citizenship.

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behavior. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn
- shows respect for themselves, for others and for those in authority
- refrains from bringing anything to school that may compromise the safety of others
- follows the established rules and takes responsibility for his or her own actions.

Use or possession of alcohol or illegal drugs, fighting and excessive truancy are justification for the expulsion of a student from Mentor College

Appendix 6: Evaluation Policy

As an Inspected Private School granting credits towards the Ontario Secondary School Diploma, Mentor College follows provincial guidelines and policies as outlined in *Ontario Schools K-12 (2011)* and *Growing Success (2010).* These policies form the foundation for the Mentor College Evaluation Policy.

The Ontario Provincial Policy:
The primary purpose of assessment and evaluation is to improve student learning. The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

The Seven Fundamental Principles:
To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop student self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

As the Parent:
Mentor College is committed to communicating student expectations and achievement in four ways: through Edsby, monthly scheduled phone calls, parent interviews and report cards (issued in December, March and June). This ensures parents have the information they need to work with teachers to improve their children's learning (*Growing Success, Page 8*). Parents need to understand that the grades their children receive are based on evaluations that measure student success not against each other, but against provincial standards. These overall expectations are available to parents and students in the course outlines posted on Edsby.

(EVALUATION POLICY, cont'd)

Student Assessment - "For, As, and Of":
Teachers and students employ assessment strategies to help students improve their learning and become independent learners. While this takes considerable time, the result will be a young adult ready to succeed in university. Assessment "for and as" is not graded (that is "of", or, evaluation) but are learning tools that are documented by students and teachers throughout the year. Assessments are documented by students and teachers as the year progresses to aid in student learning and communication of progress.

*Assessment **For** Learning*: This is accomplished through collaboration of the student and teacher. Teachers set learning goals for the students and outline specific success criteria that the students aim for. Descriptive feedback from the teacher helps develop the learning process.

*Assessment **As** Learning*: This is accomplished by the student as they set goals, regulate themselves and become better thinkers and problem solvers.

*Assessment **Of** Learning*: This is evaluation and is used to determine student grades using products/observations and conversations (POC).

Learning Skills and Work Habits:
Our students' learning skills and work habits will be monitored and assessed by teachers and students (as self assessments). They are important indicators of success and their details can be found on Edsby within teachers' course outlines. The development of these skills and habits will be monitored through student assessments and will be documented, discussed with students and parents in monthly phone calls and conversations, and conveyed anecdotally in report cards. These are important indicators of success and specifically, they are:

Responsibility	Organization	Independent Work
Collaboration	Initiative	Self-regulation

Determining Student Grades – Evaluations:
Evaluation focuses on student achievement of the overall curriculum expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. Teachers will use their professional judgment to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

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

(EVALUATION POLICY, cont'd)

Evaluations are comprised of four categories of knowledge and skills:

- **Knowledge and Understanding:** Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
- **Thinking:** The use of critical and creative thinking skills and/or processes
- **Communication:** The conveying of meaning through various forms
- **Application:** The use of knowledge and skills to make connections within and between various contexts

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

Percentage Grades as Final Marks:
Determining a report card grade will involve teachers' professional judgments, interpretations of evidence, and mathematical calculations; it should reflect the students' most consistent level of achievement, with special consideration given to more recent evidence.

For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows and recorded on the report card and Ontario Student Transcript (OST):

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

Additional Mentor College Policies:
Additional policies regarding math mastery, test rewrites for mastery, lateness, incomplete work, and plagiarism are outlined in the Mentor College Student Handbook on Edsby.

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- show an active interest in their child's school work and progress
- communicate regularly with the school
- help their child be neat, appropriately-dressed and prepared for school
- ensure that their child attends school regularly and on time
- promptly report to the school their child's absence or late arrival
- encourage and assist their child in following the rules of behavior
- assist school staff in dealing with disciplinary issues

POLICY FOR LATE SUBMISSION OF WORK & TESTS

SMALL ASSIGNMENTS AND HOMEWORK:
Small homework assignments and daily work (worth < 1% of overall course grade) must be submitted as required unless the student was medically unfit to complete the assignment or suffered some type of domestic affliction. Failure to submit an assignment on the due date will result in a grade of zero. Reasons for not submitting homework are at the discretion of the subject teacher. The teachers and school administration are always open to discuss the situation and grant extensions, where applicable.

Failure to complete a small assignment will be reported in the homeroom phone log by the homeroom teacher. A second occurrence will be reported in the phone comments and the subject teacher will contact the parent directly.

LARGE ASSIGNMENTS, LABS, ESSAYS, ISUs (Independent Study Units):
Major assignments, labs, essays and ISUs are assigned to students giving them sufficient time to allow for thorough and accurate research and compilation of such an assignment.

In most courses, two submissions must be made:

1) **Paper copy:** Students who submit major assignments after the due date are subject to the penalties described below.
2) **www.turnitin.com**: All student work that is required to be electronically submitted to turnitin.com must be done so by the deadline stipulated by the teacher; failure to do so will result in a 10% penalty, even if the student has submitted a paper copy. Once the teacher re-opens the turnitin.com account, the student is expected to resubmit his or her work electronically within 24 hours. If the work is never submitted to turnitin.com, it cannot be graded.

PENALTIES FOR LATE SUBMISSIONS:
Grade 9 to 11 courses
10% deduction per day for up to five (5) consecutive school days
No assignment accepted for grading after five consecutive school days late*

Grade 12 Courses
Must be submitted on the due date for evaluation
No late assignments, labs, essays or ISUs will be accepted*

* Only a note from a physician (submitted to a school administrator) indicating that for medical reasons the assignment could not be produced by the due date will suffice as documentation to allow the student to hand in the assignment without penalty. In cases of domestic affliction or other personal reasons, the parent must contact a school administrator to discuss an extension. For special or religious holidays the student must submit the assignment before the holiday.

Students and parents must see a school administrator if there are extenuating circumstances that may need to be considered to waive late penalties or defer test dates. This is always an available option.

(POLICY FOR SUBMISSION OF LATE WORK AND TESTS, cont'd)

THE FOLLOWING REASONS ARE NOT ACCEPTABLE FOR LATE SUBMISSION (including submitting the file to turnitin.com):

- Absence due to an extended or family trip of any duration
- Computer or printer problems, including internet connections
- Extra-curricular activities (both school and community)
- Employment
- Night School

TESTING AND EVALUATION:

Students are expected to complete evaluations with their classmates on the assigned date. The reasons for missing a test or evaluation and the consequences include:

(i) **School Activities or External Activities** (athletics, school events, field trips, family events, etc) The student must make alternate arrangements with the subject teacher. Failure to take this initiative prior to the start of the activity OR prior to the start of the scheduled test time will result in a grade of zero for the evaluation.

(ii) **Illness, Domestic Affliction, or Family Matters**
Students must have parents contact a school administrator.

(iii) **Truancy**
The student will result in a grade of zero for the test (in addition to being suspended). If a pattern emerges that a student misses on testing days or when work is due, a school administrator will consult with the parents.

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