

Course Calendar

2018-2019 School Year:

UMC Online School



Tanya Fraser
Principal

288 Cummer Ave., North York, ON. M2M2E7
Tel: (416) 221-1226 Fax: (416) 221-4341

e-mail: admin@umchighschool.com
web-site: www.umchighschool.com

On-line school web-site: www.umconline.ca

MISSION STATEMENT

UMC High School's main objective is to educate our students to become international leaders who can be the bridge for peoples, nations, and societies. UMC High School students will be trained to be able to speak at least two languages fluently and understand other cultures with respect. UMC High School recognizes the importance of completing high school. Well-educated young people form the social and economic foundation of society by entering the workforce with the essential skills required for success or by continuing into higher education where they will further grow and develop before eventually becoming assets to society.

UMC High School was founded on the three ideals as reflected by the UMC High School motto: Commitment, Compassion and Connection. We cultivate in our students the basic knowledge and values they need in order to lead in this contemporary international society.

PHILOSOPHY OF EDUCATION

Our philosophy of education is to provide the highest quality of education to all students attending the school. We pride ourselves in promoting the academic, social, physical and character development of our students by providing them with a challenging, varied and supportive learning environment.

We set high personal and academic standards for all our students. We believe with positive support and direction that students will rise to the challenge of any expectation. Our students are recognized and respected as unique individuals, and their success reflects our own dedication to providing a high-quality, well-rounded education.

Teaching through lived experience challenges students to discover learning through meaningful tasks. This is achieved through a project-oriented curriculum, educational field trips, and a range of co-curricular activities.

Communication is the foundation to building a secure, respectful and inclusive community of learners. Administration, teachers, students and parents are constantly involved in a strong network of communication to ensure that the needs of all of its members are being met accordingly.

To that end, our teaching staff is composed of Bachelor of Education graduates, ESL accredited teachers and specialized instructors who have experience teaching at all levels. We offer a learning environment that is positive, supportive and respectful to all students from a diverse range of backgrounds.

OUR GOALS

Establishing and Refining our Assessment and Evaluation Process by:

- ✓ using the assessment and evaluation guidelines provided by the Ontario Ministry of Education in all activities.
- ✓ using evidence from assessment and evaluation processes to determine student understanding.

- ✓ keeping all records of assessment and develop effective strategies to which all teachers can refer.
- ✓ monitoring the use of assessment and evaluation practices in order to evaluate effectiveness and to develop the best teaching strategies in the future.

Catering to the unique learning needs of international students by:

- ✓ providing extra support to these students either within the classroom or through outside the classroom.
- ✓ successfully integrating international students into appropriate courses/programs based on test results, background, and previous education.

Educating students based on their full potential based on academic achievement and proper discipline by providing:

- ✓ leadership in the shared responsibility for education that exists among students, families, and the community;
- ✓ role models of Canadian multi-cultural values and beliefs;
- ✓ guidance in what students need to learn;
- ✓ instruction in the learning process;
- ✓ academic and technological instruction;
- ✓ feedback on students proficiency and performance.

We envision students who:

- ✓ pursue academic excellence;
- ✓ demonstrate appropriate knowledge and ability;
- ✓ conduct themselves with self-esteem and self-respect;
- ✓ make every effort to be the best they can be;
- ✓ demonstrate skills for developing and maintaining personal and family wellness
- ✓ demonstrate global and community responsibility

HOW TO USE THIS RESOURCE

This Program and Course Calendar is designed to help you meet your individual and academic needs. It is also meant to encourage parents/guardians and students to keep themselves up-to-date with what is going on in secondary education in Ontario and the programs in their school.

COURSE CALENDAR

The UMC High School course Calendar will provide you with information about our school, our programs and the academic requirements that will assist you in developing your academic plan for obtaining an Ontario School Diploma. Although the calendar will provide you with important information about obtaining an Ontario Secondary School Diploma, you are strongly advised to consult with our Principal to verify and confirm that your academic plan is the most appropriate and flexible for your career goals. We encourage you to familiarize yourself with the general information in the Calendar. It is your responsibility to ensure that the courses you choose are appropriate to program requirements.

The Calendar will help you understand the course selections process and provide information on the courses and programs offered at UMC High School.

Inside you will find:

- ✓ diploma requirements
- ✓ information related to secondary education in UMC High School
- ✓ descriptions of programs
- ✓ school course offerings
- ✓ course descriptions and prerequisites.

As you read through the Calendar and begin to make decisions about the courses you will take during the next school year, keep the following in mind:

- ✓ your long-term goals
- ✓ your desired destination-post-secondary education
- ✓ your strengths and interests

Every year we offer a few new courses, so please check with your guidance counselor for exact dates and the up-to-date course descriptions. Please note that some courses may be cancelled or combined depending on student enrollment.

Please Note: With the implementation of Bill 52, *The Education Amendment Act, learning to Age 18, 2006*, students are required to stay in school until the age of 18 or until their completion of the OSSD.

GRADUATION REQUIREMENTS FOR SECONDARY SCHOOL

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

- The secondary school program is based on the credit system. In order to graduate, students must earn a minimum of 30 credits including 18 compulsory credits and 12 optional credits. In addition, they must meet the Ontario Secondary Literacy requirement and complete 40 hours of community involvement activities.
- Upon graduation, the student receives an Ontario Secondary School Diploma (OSSD).

OSSD REQUIREMENTS

OSSD Requirement for students starting Grade 9

Courses offered in four grades: Grades 9, 10, 11, and 12.

18 Compulsory Credits

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

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

Plus one credit from each of the following groups:

- **1 additional credit** in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education**
- **1 additional credit** in health and physical education, or the arts, or business studies, French as a second language, or cooperative education**
- **1 additional credit** in science (Grade 11 or 12), or technological education, computer studies, French as a second language, or cooperative education**

In addition to the compulsory credits, students must complete:

- 12 optional credits***
- 40 hours of community involvement activities
- the provincial literacy requirement

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

**A maximum of 2 credits in cooperative education can count as compulsory credits.

***The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

SUBSTITUTIONS FOR THE COMPULSORY COURSES

To meet individual student's needs, the principal may replace up to three compulsory courses with courses from the remainder of those that meet the compulsory credit requirements. Students will still be required to complete 30 credits in total. If a parent or adult student requests a substitution, the principal will determine whether or not a substitution should be made. The principal may also initiate consideration of whether a substitution should be made. Each substitution will be noted on the student's Ontario Student Transcript.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory Credits (total of 7)

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

Optional Credits (total of 7)

- 7 credit selected by the student from available courses

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

THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling 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 vocational programs or other kinds of further training, or who plan to find employment after leaving school.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an 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 a student has fulfilled the appropriate requirements.

ONTARIO SECONDARY SCHOOL LITERACY REQUIREMENT

- All students must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma.
- International students entering the Ontario secondary school system for the first time with no previous Ontario credits are OSS students working towards OSS diploma requirements. Grade 12 OSS students must meet the literacy graduation requirement.
- The literacy test will be based on the Ontario curriculum expectations for language and communication - particularly reading and writing - up to and including Grade 9.
- The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have successfully completed the test have attained the provincial expectations for literacy.
- The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation.
- UMC High School will provide remedial assistance for students who do not complete the test successfully. This assistance is designed to help students improve their skills so that they are better prepared to retake the literacy test.
- Students not successful on their first attempt may rewrite the test. There is no limit to the number of attempts that a student may make. Once students have successfully completed the literacy test, they may not retake the test.
- Students who have been eligible once to write the Ontario Secondary School Literacy Test and have been unsuccessful at least once, qualify to take The Ontario Secondary School Literacy Course (OLC40), Grade 12. Successful completion of this course will provide an alternative means of demonstrating the required literacy skills and meet the literacy requirement.
- Only the indication of the successful completion of the literacy requirement will be entered on the student's Ontario Student Transcript. If the student completed the Ontario Secondary Literacy Course, the mark and credit earned will also be included.

Accommodations

- Accommodations can be made for students with special needs, as required. When and if provided, based on student body requirements, these accommodations will be the same as those set out in the student's Individual Education Plan (IEP) that is available for the student during her or his daily work.

Special Provisions

- English As A Second Language learners (as defined by *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* [2007]) are permitted to have special provisions that will be made prior to the test for each student

individually and in consultation with the student and parents or the adult student and with the appropriate teaching staff. The possible special provisions are as follows:

Time and Setting (adjustments to the environment)	
Additional time, to a maximum of double the allotted time	
Periodic supervised breaks	Note: Breaks are not considered part of the time allotted for the test
Individual or small-group setting or individual study carrel	

Deferrals

- English As A Second Language and English Literacy Development students will take the test when they have reached an appropriate level of proficiency in English. The parents or staff may request deferral for eligible students, and the school Principal may grant permission.

Exemptions

- A student is exempted from writing the OSSLT if he/she is not working toward an OSSD (and this is indicated in his/her IEP). Exemption decisions are made prior to the test for each student individually and in consultation with the student and parents or adult student with the appropriate teaching staff and with the consent of the parents or adult student.

Ontario Secondary School Literacy Course in a Face-to-Face Format

- If students want to take the OLC40 course in face-to-face format, they should come to the school to register.

COMMUNITY INVOLVEMENT REQUIREMENT

Students must complete a community involvement component as part of the diploma requirements. These activities may be completed at any time during the student's years in the secondary school program. Students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter Grade 9.

The community involvement requirement is designed to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to the student's personal development. It will provide opportunities for students to learn about the contributions they can make to the community.

Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. They may use their annual education plan to identify possible activities they might undertake.

UMC High School Staff will discuss appropriate types of community involvement activities and projects with students and may offer suggestions. However, the selection and management of the involvement is to be directed by the student.

Community involvement activities may take place in a variety of settings, including not-for-profit organizations, public sector institutions (including hospitals), and informal settings. *Students may not fulfill the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.*

The requirement is to be completed outside the student's normal instructional hours. Specifically, the activities are to take place in the student's designated lunch hour, after school, on weekends, or during school holidays.

Students must maintain and provide a record of their community involvement activities. *The organizations or persons supervising the activities must confirm completion of the required 40 hours. The student must submit documentation attesting to the completion of each activity to the Principal. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and her or his parents, and a signed acknowledgement by the person (or a representative of the organization) involved.* UMC High School provides a Community Involvement Planner (available in the office) to assist parents and students in meeting this requirement. The Principal will decide whether the student has met the requirements of both the Ministry and our school for these activities.

The Ministry's List of Ineligible Activities:

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

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

FOREIGN CREDIT EQUIVALENCY

A student must have a minimum of 30 credits to earn an Ontario Secondary School Diploma (OSSD). However, students are granted overseas equivalency credits based upon their previous successful secondary school work in their own country. Students who wish to apply for university entrance in Canada, and do not have a High School Diploma, must obtain an OSSD that includes a minimum of six (6) “U” or “M” or a combination of 4 “U” and a maximum of “2 M” credits. Any or all of these six credits may already be among the 30 credits of the OSSD. University and College entrance requires students to have an OSSD or a High School Diploma from their country of origin.

For students from overseas and outside Ontario, the Principal will assess their school records and determine the number of equivalency credits that the students will be granted and indicate the remaining number of courses they are required to complete in order to qualify for the OSSD.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)*

General Purpose:

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school Principal, who grants credit. Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. The PLAR process involves two components: **challenge*** and **equivalency**:

Challenge Process:

The Challenge Process is the process whereby students’ prior learning is assessed for the purpose of granting credit for a grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later. For students who are under the age of eighteen, or who are eighteen or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. All credits granted through the PLAR Challenge Process represent the same learning expectations and standards of achievement as credits granted to students who have taken the courses.

At certain educational institutions, **mature students** may also involve themselves in the aforementioned Challenge Process. The “Challenge Process” for mature students is the process whereby

students' prior learning is assessed for the purpose of granting credit for a Grade 11 or 12 courses developed from an Ontario curriculum policy document published in 2000 or later.

**Please note: UMC High School does not participate in the challenge process, as it is not applicable to our academic institution. The above reference is meant to display that our academic institution understands and would comply with all PLAR regulations according to the Ministry of Education requirements.*

Equivalency:

The Equivalency process is the process of assessing credentials from other jurisdictions and education authorities. Equivalency credits are granted to the students from other jurisdictions for placement purposes only. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from home schooling in Ontario, from non-inspected private schools in Ontario, or from schools outside Ontario. The Principal will determine the total credit equivalency of the student's previous learning and the number of compulsory and optional credits still to be earned for a diploma.

Implementation:

Implementation of PLAR began for grade 10 courses in 2001-2002, grade 11 courses in 2002-2003, and grade 12 courses in 2003-2004. Since the 2003-2004 school year adults who returned to secondary school to earn their diploma had been required to comply with the PLAR requirements described above. Adults who had returned to secondary school before the beginning of the 2003-2004 school year, had their placement determined according to the requirements set out in OSIS, section 6.14: Equivalent Standing for Mature Students.

Prerequisites:

Students are expected to complete the necessary prerequisites required for enrollment in identified courses in our Course Descriptions. The Principal, with the recommendation of a teacher with whom the student has completed, or is completing, a course in the same subject, may waive the prerequisite courses. The student must have consistently demonstrated the skills and knowledge at a level that will ensure their success in a course without completing the required prerequisite, and will require the written approval of a parent or guardian where the student is less than 18 years of age.

Earning Credits through Other Means:

There are many programs across the province for students to earn credits through other means. For example, UMC High School offers Night School credits as well as Summer School Credits (for Day School

students). While at this point, UMC High School does not offer Independent Learning credits, these programs are also available to our students through Independent Learning Centers in Ontario. Thus, in the event that course(s) critical to the graduation of a student are not available at UMC High School, we will assist our students in obtaining credit(s) through other agencies such as the Independent Learning Centre or Continuing Education Programs.*Also see External Credits

EXPERIENTIAL LEARNING PROGRAMS

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

Cooperative Education

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program.

In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course. The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) must be developed for all students in a cooperative education program. A student's progress in achieving the curriculum expectations and in meeting the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor.

All cooperative education programs must be developed and implemented in accordance with ministry policy as outlined in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools*.

Work Experience

Work experience is a component of a course that provides students with a learning opportunity in the workplace for a limited period of time – from one to four weeks. Some requirements for work experience mirror those for cooperative education programs. Student preparation must include instruction related to job-readiness skills, health and safety procedures in the workplace, and school and placement expectations. A work experience learning plan (WELP) based on the curriculum expectations of the unit(s) in which the work experience occurs must be developed in collaboration with the participating placement supervisor. Students should be monitored at least once at their placement to ensure that their learning is consistent with the WELP. Students should be provided with opportunities to analyze their work experience and integrate it with their in-school learning. Work experience placements must comply with the placement assessment criteria outlined in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools (2000)*

Job Shadowing and Job Twinning

Job shadowing and job twinning may be offered to students from Grade 7 to Grade 12 as part of curriculum delivery or as part of the guidance and career education program. Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) observing a worker in a specific occupation. Job twinning provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day. The preparation of students for job shadowing and job twinning should include instruction related to workplace expectations and health and safety requirements. Students should be given the opportunity to reflect on their experience and the learning that has occurred. Schools are responsible for ensuring the selection of appropriate placements in safe work environments. A Work Education Agreement form must be completed for a job shadowing or job twinning experience that lasts for more than one day if the student is fourteen years of age or older. If the student is under fourteen years of age or if the job shadowing or job twinning experience lasts one day or less, these experiences should be treated as field trips.

****Please note: UMC High School does not participate in experiential learning, as it is not applicable to our academic institution. The above reference is meant to display that our academic institution understands and would comply with all regulations according to the Ministry of Education requirements.***

ONTARIO STUDENT RECORD (OSR)

The Ontario Student Record folder (OSR) is the official record for a student. The OSR is created when a student enters the Ontario School system and moves with the student from school to school in Ontario. Every Ontario school keeps an OSR for each student enrolled.

The OSR is created under the authority of the Education Act, and the contents of the OSR are protected under the Freedom of Information and Protection of Privacy Act. The parents and students (18 and older) may examine the contents of the OSR on request, with the assistance of the Principal or designated administrator. All OSRs are stored in a secure location within the school's office.

The OSR folder contains achievement results, credits earned, and other information important to the education of the students

ONTARIO STUDENT TRANSCRIPT (OST)

- The Ontario Student Transcript (OST) is a provincially standardized document, which provides a comprehensive record of a student's achievement in secondary school. Certified photocopies are available to students on request.
- The Ministry of Education Policy of Full Disclosure applies to all students in all secondary schools. This policy states that all courses attempted by students in grade 11 and 12 must be recorded on the Ontario Student Transcript. In Grades 11 and 12, all attempts, withdrawals and repeats of courses are recorded on the OST showing percentage grades earned, credits granted (if successful), or "W" for withdrawn before completion. (Students repeating a course, for which they have already received a credit, will have marks from all attempts recorded, but only one credit is granted).
 - * Identification of any course that has been substituted for a compulsory course will be made.
- The credits that a student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST regardless of how or where the credits were earned.
- In Grades 9 and 10 the student's achievement, with percentage grades earned and credits gained, are recorded only for successfully completed courses.
- Confirmation that the student has completed the Community Involvement requirement will be noted.
- Confirmation that the student has successfully completed the Literacy Requirement will be noted.
- Any extraordinary circumstances affecting the student's achievement in the senior grades may be noted, if appropriate.
- Completion of a program of specialization in a subject area may be noted

TRANSFER, CHANGE, OR WITHDRAWAL

Students wishing to transfer to UMC High School from another school in Ontario during the semester may do so, only if the courses selected at UMC High School have been started at the previous school.

The transfer must be approved by the Principal after consultation with the previous school's Principal and will be allowed only if we believe that the student will be able to successfully complete the course at the UMC High School.

A student taking a grade 11 or 12 course can withdraw from a course five days after the issuing of the midterm report without the mark being recorded on the OST. A withdrawal after five days of the issuing of the midterm report card will result in a "W" being entered in the "Credit" column of the OST along with the mark at the time of the withdrawal. Withdrawals at anytime from grade 9 or 10 courses are not recorded on the OST.

- **Consistent with the Ministry of Education's Full Disclosure Policy,**

I. The school procedure of waiving prerequisites is as follows:

PURPOSE: To ensure consistent documentation and procedures for waiving of course prerequisites.

POLICY: Students are required to meet the prerequisite requirements for each course taken. Approved prerequisite requirements can be waived for individual students only by the principal. A granted prerequisite waiver waives prerequisites only for the specific course listed. Prerequisite requirements must be included as part of the course description when the process of course approval is initiated.

PROCEDURE:

1. To be granted a prerequisite waiver, the student must request the waiver from the principal.
2. If the principal approves the waiver, a prerequisite waiver form must be completed at that time.
3. The student will bring the waiver to the administrator to register for the course.
4. The waiver will be placed in the student's file.

II. The school policy for student(s) transfer is as follows:

Based on the Ontario Ministry of Education curriculum guidelines, the UMC High School policy states, "students wishing to transfer to UMC High School from another school in Ontario during the semester may do so, only if the courses selected at UMC High School have been started at the previous school. The transfer must be approved by the Principal after consultation with the previous school's Principal and will be allowed only if we believe that the student will be able to successfully complete the course at UMC High School."

III. the school policy for student (s) course withdrawal is follows:

Based on the Ontario Ministry of Education curriculum guidelines the UMC High School policy states, “a student can 'drop' the course two days after the issuing of the midterm report, after which he or she can only 'withdraw' from the course, and the 'withdrawal' will be noted on the student's transcript.”

UMC Online SCHOOL POLICIES

It is the duty and responsibility of the Principal of the **UMC High School** to enforce the consequences when people do not obey the code of behaviour expected of all people within our online school community.

Attendance

Regular attendance in any learning environment is vital to school success. Courses content and learning activities have been designed to be 110 hours for all full credit courses or 55 hours for all half credit courses. Log in and log out times will be recorded through the online platform. Completion of activities found on the platform will be checked by the instructor. Students who do not participate in their online course regularly will diminish their learning experience. The following processes have been put into place to encourage regular attendance by the student:

- The Principal will maintain attendance records as it is expected that students and teachers should login to their course on a regular basis. Students and/or parents will be contacted if they have not logged in within a month's time.
- Due to the continuous entry and exit model of our school, there is no prescribed yearly or even semesterized calendar. It is expected that a typical online course will take approximately 110 days or 4 months for the student to complete (assuming a minimum of 1.25 hour per day online participation), but this time may start or end arbitrarily.
- Students should maintain log of online and offline activities
- Students who leave a course before completion must communicate their intentions either in writing to the Principal or over the phone in the interest of up-to-date record keeping, before any request can be acted upon.
- To encourage attendance, the Principal will work with the curriculum writers, to set manageable assessment and evaluation assignments early in the course, in order to give the student positive feedback and breakdown any existing technology barriers.
- Students who have not completed their course within 6 months from the day of enrollment in that course, will be automatically unenrolled from the course.

Safe School Environment

The UMC High School makes considerable effort to provide and maintain a safe environment in which learning can occur. Protection of a person's dignity and self-esteem is critical. The following processes have been put into place to create a safe school environment for the student:

- Students and teachers are to create a folder on Schoology course page for school functions (completing of assigned materials, submission of assignments, online discussions and comments). Inappropriate electronic material are not permitted in the folder on Schoology.

The school reserves the right to inspect the Schoology course page, when and where the welfare of the school is involved.

- All students are expected to treat other students, teachers and admin staff with respect, courtesy and consideration. Profanity will not be acceptable in any of the communication tools provided within the online courses.
- All students will accept the authority of the teachers and all teachers will demonstrate respect for all students.
- Threats, distasteful remarks, abuse of any kind, or harassment by any individual which impairs the health and welfare of any student or staff member is not permitted and is to be reported to the UMC High School Principal immediately. The Principal will meter out the consequence according to the situation.

Code of Conduct for Computer Use (Acceptable Use Policy)

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

- The Schoology Integrated Learning Platform at the UMC High School is intended for educational purposes only. Any use of any tool within course for any other purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.
- Student access into the Schoology platform is provided as long as the student follows the guidelines set by the school Principal, provincial, and federal laws.
- If the platform is used inappropriately or in a prohibited manner, the Principal reserves the right to terminate the registration or suspend the user. There is the possibility of further disciplinary action including legal prosecution, if the appropriate laws, regulations, or contracts deem it necessary.
- Malicious platform damage, interference or mischief will be reported to the appropriate authorities.
- It is important to be aware that activities in an online environment are not private. The school reserves the right to monitor all material that is placed in a user's account and to remove it if deemed necessary.
- The security of the online environment is only as effective as the practices of its users. Therefore, it is important that the student user:
 - Never reveal your password to your course to any individual except your parent.
 - Always report to your Principal any email or chat message which causes you concern or any message which requests inappropriate personal information from you.

- Never attempt to access unauthorized material or to impersonate another user. Any attempt to vandalize, harm or destroy data of another user is prohibited. Any attempt to vandalize the data of the course or school is also prohibited.

Plagiarism

Plagiarism occurs when a student presents another person's work as the student's own. This is not acceptable at UMC High School. The UMC High School Plagiarism Policy is designed to teach the student to identify plagiarism, to distinguish between the two types of plagiarism, to identify strategies to avoid plagiarism, to practice proper paraphrasing and to explain the consequences of plagiarism by the student. UMC HIGH SCHOOL teachers have access to software which detects plagiarism. Commercial search engines are often very good at detecting work copied from material available online. Teachers have experience and can often spot when writing does not come from the student.

Negligent Plagiarism means presenting someone's work as your own in an accidental, naïve, careless or reckless way. This often happens when a student paraphrases incorrectly or when a student borrows words or phrases from another source and *forgets* to cite the source.

Dishonest Plagiarism means that the student has knowingly presenting a person's work as their own. All instances of plagiarism that are not considered to be negligent plagiarism will be assumed to be dishonest plagiarism. Examples of dishonest plagiarism are:

- borrowing facts or information that are not common knowledge and not citing the source. Common knowledge includes things that are commonly known, such as: Toronto is the capital of Ontario. Charles Darwin proposed a theory of evolution, HIVAids can kill you, etc. Common knowledge facts do not have to be cited;
- cutting and pasting text from websites with no intention to cite the source;
- handing in an on-line essay or portions of one as though it were your own work;
- copying another person's work and presenting it as your own;
- using another person's 'lab' findings from an activity or experiment;
- having another person write a portion or all of your final exam;

This means you must not cheat or try to cheat in any way. It hopefully means that you will come to value your achievement when it is honestly, fairly and respectfully won through hard work.

Academic Integrity

UMC High School is committed to ensuring the integrity and validity of student achievement within its courses by promoting academic honesty among its students. Students are responsible for upholding integrity and will be held accountable for the quality of their work and actions. UMC HIGH SCHOOL takes preventative measures to reduce the incidence of academic dishonesty among its students. UMC HIGH SCHOOL may review any work or

correspondence submitted by a student to determine its authenticity and legitimacy. Academic dishonesty will not be tolerated. Students who violate the academic integrity of UMC HIGH SCHOOL will be subject to discipline in accordance with this policy. Academic dishonesty consists of any deliberate attempt to falsify, fabricate or otherwise tamper with data information, records, or any other material that is relevant to the student's participation within any course. Academic offenses include, but are not limited to:

1. Cheating or other forms of academic dishonesty intended to gain unfair academic advantage;
2. Distributing or receiving answers or other information by means other than those expressly permitted by the teacher as part of any assignment, test or the final examination;
3. Copying answers, or other information (or allowing others to do so) during any assignment, quiz or the final examination in which a student is not permitted to work jointly with others;
4. Submitting academic work for assessment that was purchased or acquired from another source;
5. Assuming another individual's identity or allowing another person to do so on the student's behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student's grade or academic standing;
6. Using any device, implement, or other form of study aid during the final examination without permission, or as explicitly stated within a student's Individual Education Plan (IEP);
7. Allowing another individual to access course content, a quiz, unit test or final exam at any time while the student is completing an assessment;
8. Accessing course content or external content during the final exam.

Students will be required to demonstrate the ability to do the work on their own in order to attain a mark.

CODE OF BEHAVIOUR

Every student in Ontario is required to remain in secondary school until they reach the age of eighteen or obtain an Ontario Secondary School Diploma (OSSD). UMC High School aims to provide each student with the opportunity to achieve success according to the student's own interests, abilities and goals. By providing a quality online education within the student's greater educational community, UMC High School can offer the student more choice. While we may have changed the form of the traditional physical school in which this mission is carried out, we have not changed the provision of providing quality education to the student. UMC High School extends into the actual home of the student, where we provide all of the essential components necessary for a quality education.

Student - Teacher Interaction

The student can interact in meaningful ways with his or her UMC HIGH SCHOOL teacher from anywhere in the world as long as they have an internet connection. A host of communication tools and procedures have been developed by Schoology in order to facilitate this essential communication component of a quality education. These include email, threaded discussions, e-Portfolio, and assignment feedback. A UMC HIGH SCHOOL student has many ways of communicating with the teacher and the teacher has many ways of communicating information and ideas back to the student. Regular review of student work is how the instructor will verify the work belongs to said student.

Student - Student Interaction

A host of communication tools and procedures have been developed by Schoology to facilitate the essential component of student – student of a quality education, student – student interaction. A student has many ways of communicating with other students in his or her course. These include email, chat, instant messaging, sharing files and threaded discussions. Students may also conveniently interact with active students back through time.

Student - Administration Interaction

With multiple tools at their disposal, the UMC High School Principal and his administration may intervene early in managing attendance, proper conduct, and other problems within the various courses. The goal is to ensure that the technology does not become a deterrent to effective learning. Prompt and early intervention solves small problems before they become impediments to the learning process. The student has quick and easy access to the UMC High School Principal and other staff via email, phone and instant messaging.

Student - Resources Interaction

The student has access to quality online courses and can easily view resources provided by the teacher to enhance their learning experience. The student will also have access to both career information, which is being built into every course to meet with Ministry expectations of the curriculum, as well as more general career information provided on an 'as-needed' basis.

Parent - School Interaction

The parents or guardians of students under 18 and the parents, with the permission of adult students, may have access to the student's online course including assessment and evaluation items. If the student does not share the access directly with the parent, the parent can contact the UMC High School Principal for information or access. This allows the parents to become more involved with the education of their son or daughter. An online, transparent electronic grade books, electronic report cards, online conferencing and direct phone contact with the UMC High School Principal, also promotes parental involvement.

Periodic news items are posted online at the UMC High School website on occasion by the school to an area viewable by parents and the broader community. (www.umchighschool.com or umconline.ca). In addition, students, parents and other educators have left comments concerning UMC HIGH SCHOOL with us which have been posted at Schoology.

With UMC High School, parents have the responsibility and opportunity to work with their son or daughter in the planning of their secondary school education. The final decision of the course selection of students under the age of 18 rests with the parents. All students and their parents should consider seriously the advice and recommendation of the school. The consequences of course selection can be extremely important whether students plan to work, or attend college or university. Detailed courses of study are available at the school website for perusal. (online school website course section)

Hardware and Software Requirements

Schoology is an online Integrated Learning Platform and requires an internet connection to be accessed. In order to login and use the service your browser is required to have JavaScript, Flash 9+, and Cookies enabled. Furthermore desktops are required to have Adobe Flash Player 10.1, or greater, installed.

Schoology is supported on the following Internet Browsers*:

Desktop Browser Support:

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)**
Internet Explorer	11+ (For Windows 8 and previous versions)	9
Firefox	Latest	n/a
Chrome	Latest	n/a
Safari	10 and 11	5.1
Edge	For Windows 10+	n/a

*Please refer to your specific browsers system requirements to determine the appropriate hardware and software requirements for the browser.

**Maintenance Browser Versions are currently supported, but will lose support in the near future.

Tablet/Mobile Browser/Operating System Support:

Device	Operating System	Browser	Supported Browser Version(s)
Android	Android 4.4	Android	Latest
Apple	iOS 9 or above	Safari	Latest

Some courses also require the use of additional software such as *Microsoft Office Suite*, *Adobe Acrobat*, and more. Some courses may require additional hardware such as a camera, microphone or speakers. Please refer to the specific course outline to determine if any additional software or hardware is required or provided in the course.

Technology in the Curriculum

In preparation for further education, employment, citizenship, and lifelong learning, students and teachers must be capable of deriving meaning from information by using a wide variety of information literacy skills. By virtue of the fact that **UMC High School** courses are entirely online, students will experience first hand the benefits of a technologically enriched education and thereby acquire skills for the 21st century. Increasing reliance on computers, networks, and information technologies in society makes it essential for students to become computer literate and to develop information literacy skills. Information literacy is the ability to access, find, select, gather, critically evaluate, create, and communicate information. The UMC High School places a great deal of emphasis on using the information obtained to solve problems and make decisions.

Software Programs for Students

As part of their training in computer and information literacy, students should become familiar with a wide range of available software programs. Among the applications that can aid student learning are simulations, multimedia resources, databases, and computer-assisted learning modules, many of which have been developed for use in particular disciplines. Students will also be expected to use software applications that help them develop general skills in such areas as writing, problem solving, research, and communication. It is important that students learn to critically evaluate the accuracy, validity, currency, comprehensiveness, and depth of the information they access using information technology, particularly the Internet. In general, students must acquire the knowledge, skills, and attitudes to allow them to use computer and information technology safely, effectively, confidently, and ethically.

Collaboration Tools for Teachers

The curriculum writers for the UMC High School work collaboratively within and across disciplines to effectively plan for the integration of computers and information technologies into the teaching/learning process. As the technology capable of enhancing student learning becomes available, our teachers should, within a reasonable period of time, incorporate that technology into their planning of instruction and learning activities in individual disciplines and, collaboratively, across disciplines. Effective communication programs can also help to promote

the development of information literacy skills among all students by supporting and coordinating the collaborative planning and implementation of reading programs, inquiry and research tasks, and independent study.

STUDENT SERVICES

STUDENT COUNSELING AND SERVICES

Our counseling department assists and advises students in a variety of areas during their stay at UMC High School. Services include:

Academic

- Course and academic counseling
- I.E.P support (upon requirement)
- University and college information sessions
- Application assistance to universities and colleges
- OSSLT preparation workshops
- Computer lab/school-wide wifi
- In-class resources (books, multimedia)
- Extra-curricular activities
- Individual and small-group tutoring/peer tutoring

Personal:

- Opening bank accounts
- Application for transit cards
- Welcome to New Students
- Counseling for Personal Problems

Housing:

- Student Residence
- Home Stay Opportunities

Visa Renewal

The International Office of the school will facilitate renewal of the Canadian Student Authorization, provided that the student is proceeding towards an OSSD or 30 credits at UMC High School.

- a) For students who have four or less courses to complete for the OSSD, a request for renewal will be issued upon confirmation of the full payment of the remainder of the tuition fees.
- b) For students who have more than four courses to complete for the OSSD, the confirmation will be issued only if the student has a tuition fee balance for four courses for the coming semester.

GUIDANCE AND CAREER EDUCATION

The Guidance and Career Education program is a vital and integral part of the secondary school program. Through the program, students acquire the knowledge and skills they need in order to learn effectively, to live and work cooperatively and productively with a wide range of people, to set and pursue educational and career goals, and to carry out their social responsibilities. This program will be delivered in various ways, including orientation and exit programs, career exploration activities, and individual assistance and counseling.

The program is organized into three areas of learning:

- student development (the skills and habits necessary for learning)
- interpersonal development (the skills and knowledge necessary to get along with others)
- career development.

All students are required to complete a half-credit course in career studies as part of the new Diploma requirements.

COMMUNITY RESOURCES

Located in the heart of North York, UMC High School has access to the following community resources:

North York Central Library

5120 Yonge Street
Toronto, ON
M2N 5N9
416-395-5535

Bayview Public Library

2901 Bayview Avenue
North York, ON
M2K 1E6
416-395-5460

Fairview Public Library

35 Fairview Mall Drive
North York, ON
M2J 4S4
416-395-5750

Edithvale Community Centre

7 Edithvale Drive
Toronto, ON
416-395-6164

**Toronto Sheppard Ave.
YMCA Centre**

567 Sheppard Ave. E.
North York, ON
M2K 1B2
416-225-9622

**Earl Bales Community
Centre**

4169 Bathurst Street
Toronto, ON
416-395-7873

North York General Hospital

4001 Leslie Street
Toronto, ON
M2K 1E1
416-756-6000

Willowdale Medical Clinic

6023 Yonge Street
Toronto, ON
416-916-2733

**Primacy - North York Family
Physicians After Hours Clinic**

2901 Bayview Avenue
Toronto, ON
416-491-6338

Children's Aid Society

30 Isabella Street
Toronto, ON
416-924-4646

**Bathurst-Finch Community
Food Bank**

550 Finch Avenue W.
Toronto, ON
647-704-1111

**The Salvation Army
North York Temple**

25 Centre Avenue
Toronto, ON
416-225-7968

**Centre for Information and
Community Services of
Ontario**

80 Sheppard Avenue E.
Toronto, ON
M2N 6E8

**St. Stephen's Community
House**

5231 Yonge Street
Toronto, ON
M2N 5P8
416-964-8747

**Canadian Centre for
Language and Cultural
Studies, Inc**

5734 Yonge Street, 2nd Floor
Toronto, ON
M2M 4E7
416-223-6613

PROFESSIONAL DEVELOPMENT POLICY

At UMC High School, we take exceptional pride in our staff. To that end,

- ✓ Our faculty is composed of Bachelor of Education graduates, ESL accredited teachers and specialized instructors who have experience teaching at all levels;
- ✓ Our teaching practices are based on a student-centered approach and phenomenal teacher to student ratio;
- ✓ Our teachers revise the subject and program objectives, define and evaluate learning outcomes, develop appropriate teaching and learning environments, and develop/select the appropriate learning materials in a technologically advanced settings;
- ✓ Our teachers exude self-confidence and infuse our students with the same;
- ✓ Our teachers practice firm, focused and interactive approach, thus disciplining students in their efforts and guiding them in their resolve.
- ✓ Last but not least, our teachers offer a learning environment that is positive, supportive, and respectful to all students from a diverse range of backgrounds.

In order to uphold the above listed principles, the school administration has developed an intensive two-hour orientation for new teachers which cover the following topics:

- i. Curriculum Planning: Long-Range Planning (Creating Course Outlines) and Short-Term Planning (Developing Daily Lesson Plans)
- ii. Learning Goals and Success Criteria
- iii. Integrating AFL and AAL into your Teaching Practices
- iv. AOL Evaluation Practices: Building a Proper Rubric, Assigning Learning Strands to Test Questions, Incorporating Conversations and Observations

These evaluation principles are constantly reinforced through the school's monitoring of tests and assignment delivery. Additionally, teachers keep their skills up-to-date and their courses relevant to students with PD Days throughout the school year. The PD Day dates for the 2018-2019 school year are as follows:

Fall Semester	October 5 th , 2018 November 9 th , 2018
Spring Semester	April 18 th , 2019

COURSES

Definition of a Credit

A credit is granted when a course that has been scheduled for a minimum of 110 hours is successfully completed. “Scheduled time” is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of the course. Planned learning activities include interaction between the teacher and student as well as assigned individual and/or group work, excluding homework.

Types of Courses

The types of courses offered and their organization provide for a graduated streaming of courses in Grades 9 to 12 that will keep options open for all students in the earlier grades and prepare students in senior grades for their future destination.

Grades 9 & 10:

Academic courses develop the student’s 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.

Applied courses focus on the essential concepts of a subject, and develop the student’s 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 theories they study.

Open courses are the only type of course offered in most subjects other than those listed above. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

Note: Students who are successful in any academic or applied course in Grade 9 will be able to proceed to either the academic or the applied course in the same subject in Grade 10. When a student plans to switch from one course type in Grade 9 to the other in Grade 10, the principal must inform the student and his or her parents that the student will be strongly encouraged to successfully complete additional course work, as defined by the ministry, of up to 30 hours, in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not the other. This additional course work will be referred to as crossover material.

Grades 11 and 12:

In Grades 11 and 12, students will choose from among four destination-related course types:

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. These are shown as “U” courses.

University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. These are shown as “M”.

College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance of most college programs or for admission to apprenticeship or other training programs. These are shown as “C” courses.

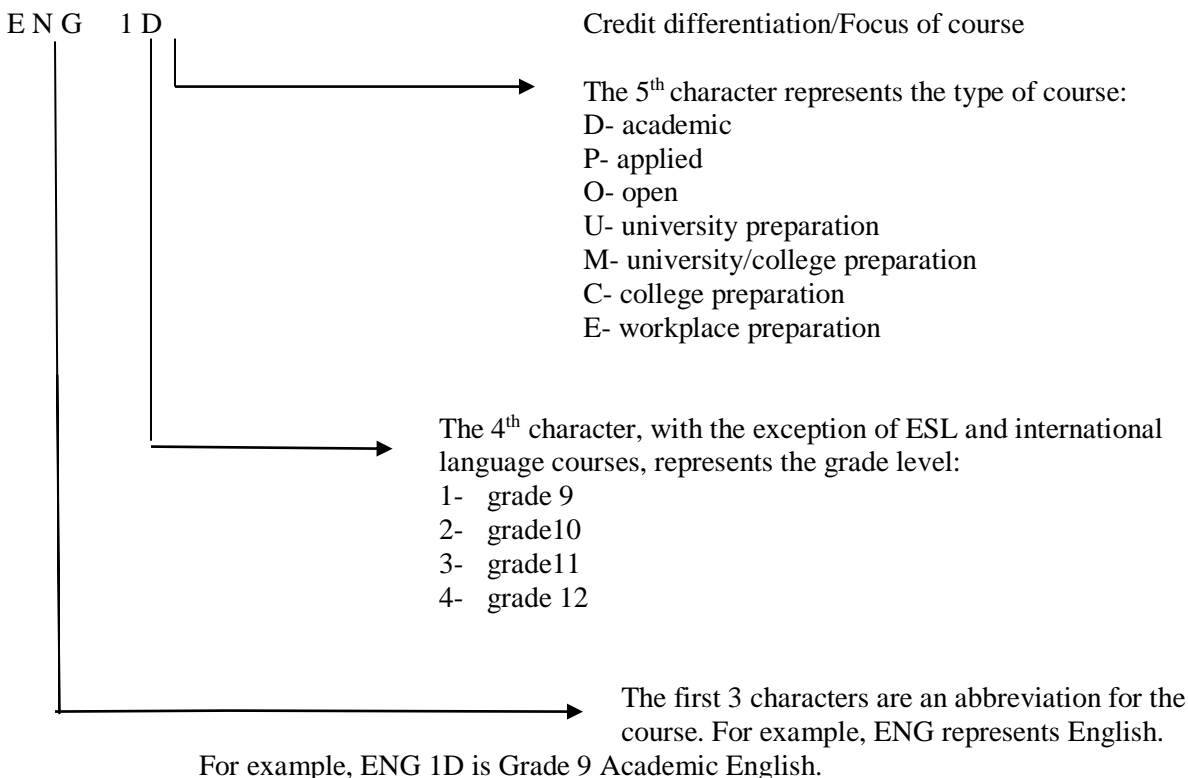
Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. These are shown as “E”.

Open courses are designed to broaden students’ knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind. These are shown as “O” courses.

Courses Codes

Each course is worth one credit, unless otherwise indicated, which requires a minimum of 110 hours of study. All courses offered are at the academic, open, university or university/college preparation level. The codes for each course are 5 to 6 characters long. The first 3 letters represent the Ministry approved course title, the fourth position indicates the grade or language level, the fifth position indicates the course type and the sixth, the program or credit differentiation or the focus of the course.

How to read the course code



Transfer Courses

A transfer course is a partial-credit course that bridges the gap between courses of two different types in the same subject and grade. Transfer courses enable students to achieve the expectations not covered in one course type but required for entry into a course in the next grade. For example, the prerequisite for the Grade 11 university preparation course in English is the Grade 10 academic course in English. A student who has taken the applied English course in Grade 10 and decides to enter the university preparation course in Grade 11 may do so by taking a transfer course.

A transfer course may be taken as a summer course or as an independent-study or partial-credit course within school hours.

Prerequisites

Students are expected to complete the necessary prerequisites required for enrolment in identified courses in our course descriptions. If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. The student must have consistently demonstrated the skills and knowledge at a level that will ensure their success in a course without completing the required prerequisite, and will require the written approval of a parent or guardian where the student is less than 18 years of age.

Course Outlines/Ontario Curriculum Documents

The courses offered have been developed according to the requirements of the Ministry of Education. Course outlines are available for perusal in the school office. All Ontario curriculum documents are available online at the Ministry of Education website.

Courses Offered

Offering for the 2017-2018 academic year:

Discipline	Course	Course Code	Grade	Prerequisite
The Arts (A)	Visual Arts	AVI3M	11	AVI2O/10
		AVI4M	12	AVI3M/30
	Drama	ADA1O	9	None
	Media Arts	ASM2O	10	None
Business Studies (B)	Business	BBI1O	9	None
	Marketing	BMI3C	11	None
	Organizational Behaviour	BOH4M	12	None
	Accounting	BAF3M	11	None
		BAT4M	12	BAF3M
Int'l. Business	BBB4M	12	None	
Canadian and World Studies(C)	Civics	CHV2O	10	None
	Economics	CIA4U	12	Any 3/4U or 3/4M course in C, E or H
	Geography	CGC1P	9	None
		CGW4U	12	Any 3/4U or 3/4M course in C, E or H
	History	CHC2D	10	None
English (E)	English	ENG2D	10	ENG1D or ENG1P
		ENG3U	11	ENG2D

[2018-2019UMC HIGH SCHOOL COURSE CALENDAR]

		ENG4U	12	ENG3U
		OLC4O	12	See the eligibility requirement
ESL	ESL	ESLBO	Level 2	None
		ESLCO	Level 3	None
		ESLDO	Level 4	None
		ESLEO	Level 5	None
	ELD	ELDBO	Level 2	None
		ELDCO	Level 3	None
		ELDDO	Level 4	None
French as a Second Language (F)	Core French	FSF1O	9	None
Guidance and Career Education (G)	Career Studies	GLC2O	10	None
Health and Physical Education (P)	Health and Physical Education	PPL2O	10	None
		PPL3O	11	None
		PPL4O	12	None
Mathematics (M)-	Mathematics	MPM1D	9	None
		MPM2D	10	MPM1D
		MCR3U	11	MPM2D
		MHF4U	12	MCR3U or MCT4C
		MCV4U	12	MHF4U (prerequisite or co-requisite)
		MDM4U	12	MCR3U or MCF3M
Science (S)	Science	SNC 1D	9	None
		SNC 2D	10	SNC1D
	Biology	SBI 3U	11	SNC2D
		SBI 4U	12	SBI3U
	Chemistry	SCH 3U	11	SNC2D
		SCH 4U	12	SCH3U
	Physics	SPH 3U	11	SNC2D
		SPH 4U	12	SPH3U
Social Sciences and Humanities (H)	Family Studies	HFA4U	12	Any 3/4U, 3/4M or 3/4C course in H, E or C
Computer Studies	Intro to Com Sci	ICS3U	11	None
	Com Sci	ICS4U	12	ICS3U

Note:Not all courses will be offered each semester. Enrollment numbers will determine course offerings.

Course Descriptions

THE ARTS

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

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

Prerequisite: Visual Arts, Grade 9 or 10, Open

Visual Arts, Grade 12, 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

Drama, Grade 9, Open (ADA1O)

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

Prerequisite: None

Media Arts, Grade 10, Open (ASM2O)

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

Prerequisite: None

BUSINESS STUDIES

Introduction to Business, Grade 9 or 10, Open (BBI10, BBI20)

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

Prerequisite: None

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

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

Prerequisite: None

Financial Accounting Fundamentals, Grade 11, 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

Financial Accounting Principles, Grade 12, University/College Preparation (BAT4M)

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

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

International Business Fundamentals, Grade 12, 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

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

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

Prerequisite: None

CANADIAN AND WORLD STUDIES

Issues in Canadian Geography, Grade 9, Applied (CGC1P)

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Prerequisite: None

Civics, Grade 10, Open (CHV 2O)

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

Prerequisite: None

Canadian History Since World War I, Grade 10, Academic (CHC2D)

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations,

and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

Analysing Current Economic Issues, Grade 12, 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 in Canadian and world studies, English, or social sciences and humanities

World Issues: A Geographic Analysis, Grade 12, 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

ENGLISH

English, Grade 10, Academic (ENG2D)

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

Prerequisite: English, Grade 9, Academic or Applied

English, Grade 11, 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: English, Grade 10, Academic

English, Grade 12, 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: English, Grade 11, University Preparation

Ontario Secondary School Literacy Course, Grade 12, Open (OLC40)

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

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

ENGLISH AS A SECOND LANGUAGE**English as a Second Language, 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: None

English as a Second Language, ESL Level 3, Open (ESLCO)

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

Prerequisite: None

English as a Second Language, 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: None

English as a Second Language, ESL Level 5, Open (ESLEO)

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

Prerequisite: None

English Literacy Development, ELD Level 2, Open (ELDBO)

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

Prerequisite: None

English Literacy Development, ELD Level 3, Open (ELDCO)

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

Prerequisite: None

English Literacy Development, ELD Level 4, Open (ELDDO)

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

Prerequisite: None

FRENCH AS A SECOND LANGUAGE**Core French, Grade 9, Open (FSF10)**

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening,

speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

Prerequisite: None

GUIDANCE AND CAREER EDUCATION

Career Studies, Grade 10, Open (GLC20)

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

Prerequisite: None

HEALTH AND PHYSICAL EDUCATION

Healthy Active Living Education, Grade 10, Open (PPL20)

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

Prerequisite: None

Healthy Active Living Education, Grade 11, Open (PPL30)

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

Healthy Active Living Education, Grade 12, Open (PPL40)

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can 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

MATHEMATICS**Principles of Mathematics, Grade 9, Academic (MPM1D)**

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: None

Principles of Mathematics, Grade 10, Academic (MPM2D)

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

Prerequisite: Mathematics, Grade 9, Academic or Applied

Functions, Grade 11, 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 functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining

equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic

Advanced Functions, Grade 12, University 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

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

Note: The Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Mathematics of Data Management, Grade 12, University Preparation (MDM 4U)

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

SCIENCE

Science, Grade 9, Academic (SNC1D)

This course enables students to understand basic concepts in biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science to technology, society, and the environment. Students will learn scientific theories and conduct investigations related to cell division and reproduction; atomic and molecular structures and the properties of elements and compounds; the universe and space exploration; and the principles of electricity.

Prerequisite: None

Science, Grade 10, Academic (SNC2D)

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

Prerequisite: Science, Grade 9, Academic or Applied

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

Biology, Grade 12, University Preparation (SBI4U)

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the

achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Biology, Grade 11, University Preparation

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

Chemistry, Grade 12, University Preparation (SCH4U)

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

Physics, Grade 11, University Preparation (SPH3U)

This course develops students' understanding of the basic concepts of physics. Student 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 they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

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

SOCIAL SCIENCES AND HUMANITIES

Nutrition and Health, Grade 12, University Preparation (HFA4U)

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

Computer Studies

Introduction to Computer Science, Grade 11, University Preparation (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

Computer Science, Grade 12, University Preparation (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

2018 - 2019 School Calendar

2018

September 3 Labour Day
 September 4 First Day of Fall Semester
 October 5 PA Day
 October 8 Thanksgiving Day
 November 7 Last day to withdraw
 November 9 PA Day
 December 20 - 21 Final Exams
 December 24 – January 4, 2018 Winter Break

2019

January 7 First Day of Winter Semester
 February 5 Last day to withdraw
 February 18 Family Day
 February 27 - 28 Final Exams
 March 1 First Day of Spring Semester
 March 11- 15 March Break
 April 19 Good Friday
 April 22 Easter Monday
 May 10 Last day to withdraw
 May 20 Victoria Day
 June 27 - 28 Final Exams
 July 1 Canada Day

Session (Semester) System

UMC High School operates on a session system, with five sessions (semesters) in each year. Students should begin credit courses at the beginning of the session. Formal written report cards are written two times a semester.

Fall September - December
 Winter January - February
 Spring March - June
 Summer 1 July
 Summer 2 August

Class Schedule

Period 1 9:00 a.m. – 10:30 a.m.
 Period 2 10:45 a.m. – 12:15 p.m.
 Lunch 12:15 p.m. – 1:00 p.m.
 Period 3 1:00 p.m. – 2:30 p.m.
 Period 4 2:45 p.m. – 4:15 p.m.

APPENDICES



UMC High School

COMPLETION OF COMMUNITY INVOLVEMENT ACTIVITIES

Student: _____ Principal: Sunny Choi
 Student ID: _____ Telephone: (416) 221-1226

This form must be submitted annually to the principal or the teacher designated by the principal. The submission date will be determined by the school principal. The information will be placed in the student's Ontario Student Record folder.

Activity		Supervisor	Number of hours
		Name:	
		Address:	Date of Completion
		Phone number:	
Student's Signature	Date	Supervisor's Comments	
Parent's or Guardian's Signature	Date	Supervisor's Signature	

Total number of Hours to Date: _____

For Office Use Only
Completion has been noted on the student's OST
Signature of school official _____ Date _____

Report Card Sample



Ministry of Education

Provincial Report Card, Grades 9 - 12

Semester	Reporting Period	Date
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Student:	Address:	OEN:	Grade:	Principal:
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School:	MIDENT 866482	Address:	Telephone: 416-221-1226	Fax: 416-221-4341
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Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments Strengths / Next Steps for Improvement	Attendance		
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation		Classes Missed	Total Classes	Times Late
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	-	-	-	-	-	-	-	-	-		-	-	-
	Final	-	-	-	-	-	-	-	-	-		-	-	-
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	-	-	-	-	-	-	-	-	-		-	-	-
	Final	-	-	-	-	-	-	-	-	-		-	-	-
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	-	-	-	-	-	-	-	-	-		-	-	-
	Final	-	-	-	-	-	-	-	-	-		-	-	-
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	-	-	-	-	-	-	-	-	-		-	-	-
	Final	-	-	-	-	-	-	-	-	-		-	-	-

Principal's Signature: _____

To parents/guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school. To view provincial curriculum documents, visit the Ministry of Education's website: www.edu.gov.on.ca

OSSLT Announcement Letter

Date: _____

Dear Students, Parents, and Guardians:

Re: Upcoming Ontario Secondary School Literacy Test

On _____, Grade 10 students across the province will write the Ontario Secondary School Literacy Test (OSSLT). It will also be written by students who were previously eligible but have not yet written the test or who were unsuccessful on their first attempt. The OSSLT is administered by the Education Quality and Accountability Office (EQAO), an independent agency of the Government of Ontario, in order to determine whether students have acquired the minimum literacy (reading and writing) skills expected by *The Ontario Curriculum* across all subjects up to the end of Grade 9.

Please note that this date is the only opportunity for students to write the 2012/2013 OSSLT. Students who are absent will have to wait until the spring of 2014 to write it.

The test consists of two booklets, each containing multiple-choice and open-response questions. The test is given on one day in two 75-minute blocks (or two 150-minute blocks if the student is currently enrolled in ESL). All of the questions are based directly on the expectations set out in *The Ontario Curriculum*, which is what teachers teach in the classroom every day. Students can prepare as they would for any other secondary school test.

In June, EQAO will send our school a report for each student who writes the OSSLT, and we will send it home at that time. The results are private and will give you an indication of how well your child is mastering the required literacy skills, which are the foundation for success in all subjects and in life beyond school. The OSSLT is a minimum-competency test. Achievement is therefore reported as “successful” or “unsuccessful.”

OSSLT results do not count toward students’ grades, but successful completion of the test is a requirement for the Ontario Secondary School Diploma. There are supports for students who do not pass, including an opportunity to rewrite the test or to take the Ontario Secondary School Literacy Course.

You can use your child’s results on the OSSLT to understand his or her strengths and areas for improvement, and to monitor and celebrate his or her progress. The results can also help you in discussions with teachers. As a school community, we use these results, along with other information, to guide our school improvement initiatives. This benefits not only your child but all the students in our school. The results are also used by our school board and the Ministry of Education to direct attention and resources where they are needed.

For more information about EQAO and to view a sample of its assessments, visit www.eqao.com.

Sincerely,

Ms Sunny Choi
Principal

OSSLT Deferral Letter

Date: _____

Dear Parent/Guardian of _____:

The Ontario Secondary School Literacy Test (OSSLT), administered by Ontario's Education Quality and Accountability Office (EQAO), is used to determine whether a student has the literacy (reading and writing) skills required to meet the standard for understanding reading selections and communicating in a variety of writing forms expected by *The Ontario Curriculum* across all subjects up to the end of Grade 9. The successful completion of this test or the Ontario Secondary School Literacy course (after at least one failed attempt at the test) is a requirement for the Ontario Secondary School Diploma.

The OSSLT will be administered on _____.

After reviewing the student's file and current ability, the decision has been made to defer _____'s participation in the test until the next test administration.

The reason(s) for the deferral is/are

It is important to note that _____ must participate in the next administration of the test unless another deferral is granted prior to them.

Please contact me if you have questions or concerns. A copy of this letter has been put in _____'s Ontario Student Record.

Ms Sunny Choi
Principal

Guidance Counsellor