



Course Calendar

1. Futures Canadian School's Vision

The vision of Futures Canadian School is to empower all learners, through the use of technology to experience scholastic success. We strive to encourage students to achieve their highest academic potential at a pace and timing that best supports their personal learning style. Research has demonstrated the tremendous importance and value of completing secondary education, not only for the individual but also for the community and other stakeholders. Futures Canadian School is committed to working with students, and parents to enable all learners to accomplish their goals towards completing an Ontario Secondary School Diploma (OSSD).

2. Attendance

Regular attendance is key to student success. Students who do not attend/log on regularly and/or who do not actively participate in their courses seriously jeopardize their opportunities to learn and reach their potential.

Teachers will monitor attendance patterns for their respective students and will work with them, and their parents/guardians to support students in any way they can. If student attendance issues cannot be resolved, the administration will be informed and possible consequences may include student and parental/guardian contact, attendance contracts, or even removal from the program.

Futures Canadian School operates on a continuous entry and exit model where there is no defined start date or end date. It is, therefore, the student's responsibility to communicate their anticipated endpoint to the teacher and then adhere to that timeline (within reason).

Even though Futures Canadian School is not a brick-and-mortar school, attendance is monitored via a login tracking system. Students must spend time logged into their courses if they want to be successful in them. If a student fails to log in to their course for 15 consecutive days, then an absence will be recorded on their report card. If a student fails to log in for 15 consecutive days, the teachers through call and/or email will contact students. If there is no response, the matter is elevated to the principal. The principal will then try to call the student, and if still there is no response, the principal will contact the parents through a call and/or email. If students expect a long delay in course login, it is best practice to let your teacher know ahead of time. If the reason of the student is acceptable (e.g., health reason), then the absence will be excused.

Students are given up to 10 months to complete a course. If extra time is required because of personal reasons, please confirm the extra time required with your teacher. Any extensions will have to be approved by the principal. Students who do not complete their course within 12 months will have to repeat the course. and will not be reinstated unless there are extenuating circumstances that can be verified by appropriate documentation.

3. Truancy

Truancy by definition is the absence of part of, or all of, one or more days from school during which the school attendance officer, principal or teacher has not been notified of the appropriate cause of such absence by the parent or guardian and also means intermittent carried on for the purpose of defeating the intent of compulsory education.

Students are required to attend school until they reach the age of eighteen or graduate. Reaching the age of majority does not imply any specific rights. If a student is eighteen (18) or older and chooses not to follow the rules, regulations, and/or policies of the school, that student can be asked to cease attendance in school. Regular school attendance is critical for the student's learning. To encourage regular attendance by students, our school will ensure that students and their parents are informed about the school's policy on attendance. Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her success, school staff should meet with the student and the parents to explain the potential consequences of the absences and discuss steps to be taken to improve attendance.

In the case of online learning, students are expected to log in regularly, not including scheduled holidays, for the entire duration of their course. If a student fails to log in to their course for 15 consecutive days, then an absence will be recorded on their report card. Teachers through call and/or email will contact students and determine the cause of absence. If there is no response, the matter is elevated to the principal. The principal will then try to call the student, and if still there is no response, the principal will contact the parents through a call and/or email. If students expect a long delay in course login, it is best practice to let your teacher know ahead of time. If the reason of the student is acceptable (e.g., health reason), then the absence will be excused.

If the student fails to attend classes for 59 days, then the student's online account will be suspended. All work will remain intact, and the resumption of the online course will be determined by the principal in consultation with the student, teacher, and parents (if applicable).

4. Appropriate Computer Use Policy

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

The administration has the right to review all student work to determine the appropriateness of computer use. If the LMS is used inappropriately, the Administration will impose consequences, which may include suspension and/or removal from the program. Students need to be very vigilant to prevent them from getting into a situation where they may be suspected of inappropriate use.

Therefore, students are reminded to:

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for student use.

5. Safe Schools Policy

Futures Canadian School will attempt to provide and maintain a safe and supportive educational environment in which learning can occur. The protection of a person's dignity and self-esteem is crucial and not negotiable.

All members of the Futures Canadian School community, which includes students, staff, and parents, will treat each other with respect in all interactions. Any actions determined to jeopardize the moral tone of the learning community including disrespectful, distasteful, abusive, or harassing comments made to

any of our community members will not be tolerated and will be dealt with swiftly by the principal. Consequences may include counseling, parental involvement, suspension, expulsions, and/ or the involvement of the authorities. All steps of action shall comply with the laws governed by the Province of Ontario and the Ontario Education Act.

6. Assessment & Evaluation Overview

The Assessment and Evaluation Policy for Futures Canadian School is consistent with Ministry policy and reflects the vision that Futures Canadian School has which is that the primary purpose of assessment is to improve student learning. Assessment is the process of gathering information that accurately reflects how well a student is achieving curriculum expectations in a subject or course. Assessment for the purpose of improving student learning is seen as both an “assessment for learning” and an “assessment as learning”. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who can set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Ongoing pre-assessments and formative assessments will be used to provide meaningful feedback about student progress and achievement in order to improve performance. Summative assessments will be used to arrive at the grade.

Course evaluation will be divided into two parts:

70% is based on cumulative evidence of summative evaluations undertaken throughout the semester.

30% is based on final evaluations, which will take place in the final third of the course. Final evaluations may or may not include an exam depending on individual course curriculum policy.

At the beginning of the course, students will receive course outlines that will include detailed assessment and evaluation information, and that also outline the percentage breakdown for both the 70% and the 30%. All courses will be evaluated according to the Categories in the achievement chart (Knowledge, Thinking, Communication, and Application).

Term Mark	70%
Final Summative	30%
Final Report Card	100%

Although each course will have the same breakdown, individual courses may have subject-specific summative tasks that will be used to determine the student’s grade. Please refer to the course outline as it is presented in your courses for more details.

7. Instructional Approaches Policy

Teachers in the school are expected to:

- clarify the purpose of learning
- help students activate prior knowledge
- differentiate instruction for individual students and small groups according to need
- explicitly teach and model learning strategies
- encourage students to talk through their thinking and learning processes
- provide many opportunities for students to practice and apply their developing knowledge and skills
- apply effective teaching approaches that involve students in the use of higher-level thinking skill
- encourage students to look beyond the literal meaning of texts

Teachers use a variety of instructional and learning strategies best suited to the particular type of learning.

Students have opportunities to learn in a variety of ways:

- individually
- cooperatively
- independently with the teacher's direction
- through investigation involving hands-on experience
- through examples followed by practice
- by encouraging students to gain experience with varied and interesting applications of the new knowledge. Rich contexts for learning open the door for students to see the "big ideas" of mathematics that will enable and encourage them to reason mathematically throughout their lives.

8. Missed Assignments Policy

Students, early in the school year, are made aware of their responsibility for providing evidence of their achievement within established timelines specified by the teacher; and in the form approved by the teacher. Students must understand that there are consequences for not completing assignments for evaluation or for submitting those assignments late.

The Ministry of Education's policy states that "the primary purpose of assessment and evaluation is to improve student learning". Submitting work late is a learning skill and work habits issue and may impact on the student's grade.

Students submit work late for many reasons and teachers should take time to understand the reason for a late assignment. Reasons could include:

- Legitimate explanation
- Poor time-management skills
- Poor academic skills
- Poor understanding of the assignment

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. These can be found on page 44 of *Growing Success*.

Late and missed assignments for evaluation will also be noted on the report card as part of the evaluation of a student's development of learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or to fail to submit, other assignments may also be noted on the report card as part of the evaluation of the student's development of learning skills and work habits.

9. Teacher Contact Policy

Futures Canadian School course teachers are available to students via the online platform. There is a built-in communication tool within the learning environment students must use; students and teachers should not communicate via external email addresses. Any emails sent to teachers externally may not be received and could result in miscommunication.

Students can easily identify their teacher in a few different ways:

- There is a teacher welcome video on the main course page; students can enter the course by clicking on the course title on their dashboard. There is also a page called Teacher's Welcome under the Welcome to Your Course submodule within the course introduction unit with more information about the teacher.
- Once inside the course, students can click on Office Hours in the right-hand corner of the navigation toolbar. There will be office hours, along with teacher contact information.
- Students are welcome to send internal communications to their teacher at any time, however, the teacher will respond within 24 hours (Monday to Friday). During peak times and/or holidays, teachers may take slightly longer to respond. Students experiencing a lack of teacher response should contact studentsupport@futurecanadianschool.com to report the issue.

10. Academic Honesty - Plagiarism Policy

Students who present the work of others as their own are guilty of plagiarism and will receive a mark of zero for the work and will have the details of the plagiarism noted in their school records. Students who are guilty of cheating on tests or examinations will receive a mark of zero on the test or examination and have the details of the cheating noted in their school records.

PLAGIARISM POLICY

Growing Success Policy

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating, and plagiarism will not be condoned.

The school will develop strategies for helping students understand the gravity of such behavior and the importance of acknowledging the work of others. The school will also develop policies that address, at a minimum, the following:

- prevention of cheating and plagiarizing
- detection of incidents of cheating and plagiarizing

- consequences for students who cheat or plagiarize

Policies will reflect a continuum of behavioral and academic responses and consequences, based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student

To the Student

When the teacher asks you to use your own words and ideas, it means that you should use your own words and your own ideas. You must demonstrate to the teacher that you can submit work that is your own. When a teacher asks you to put your ideas into your own words, it does not mean that there is a correct answer for the assignment. It means that you have to come up with your own ideas to give to the teacher.

Plagiarism means submitting work to the teacher that is not your own. Cheating and plagiarism will not be condoned. When you take ideas and words that are someone else's and pass them off as yours, you are plagiarizing. Plagiarism can involve some of these:

- Using work done by another student.
- Copying someone else's work or homework.
- Taking another student's work and changing some words.
- Cutting and pasting material from the Internet and submitting it as yours.
- Copying information from a book, magazine, website, movie, etc. and not naming the source.
- Leaving out quotation marks for direct quotes.

To the Teacher

Help students avoid plagiarizing by:

- Defining the term and reminding them of it when setting out an assignment.
- Giving them examples of what constitutes plagiarism.
- Emphasizing the importance of using process skills to arrive at a product.
- Teaching them research skills so they can avoid plagiarizing: note taking, paraphrasing, summarizing.
- Teaching them organizational skills: finding and organizing information to build understanding of a topic.
- Teaching them how to make an outline for a report or research essay.
- Have them keep a learning log to reflect on what they learned through the process: how research and organizational skills helped with the project, how could the product be improved, and how can the research and organizational skills be improved.
- Assessing the process steps: notes, outline, summary, bibliography, drafts, etc.
- Informing students of the consequences of plagiarism.

Consequences

- When plagiarism has been detected, the teacher should discuss the matter with the student and inform the principal of the details.
- The student receives zero for the assignment because the student has not demonstrated achievement of the expectations for the assignment.
- There might be other opportunities for the student to demonstrate evidence of achievement of the expectations of the assignment (e.g., research, organizational, and presentation skills) during the course. If other opportunities arise, the teacher may choose not to factor in zero for the plagiarized assignment in the calculation of the term mark.

Appeal

A student may appeal the teacher's decision to the principal after discussion with the teacher.

Based on *Fresh Air: Assessment, Evaluation, and Reporting in Secondary Schools* Toronto District School Board, 2006

11. Program Considerations for English Language Learners Policy

Teachers must incorporate appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the subject expectations depending on the level of English proficiency
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages)
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity)
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

12. Withdrawal From a Course Policy

Withdrawals from Grade 9 courses are not recorded on the Ontario Student Transcript (OST).

Only successfully completed courses are recorded on the OST.

Withdrawals from Grade 10 courses are not recorded on the OST. Only successfully completed courses, as well as credits granted through the Prior Learning and Recognition (PLAR) are recorded on the OST.

If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five days following the issue of the first provincial report card (Mid-term), this withdrawal is not recorded on the OST.

If a student withdraws from a course after five days following the issue of the first provincial report card (Mid-term), the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

Note: Students will not receive a refund for their withdrawn courses or be permitted to select a replacement course.

13. Refunds, Credits and Transfers Policy

Course fees are non-refundable under any circumstance. Students who would like to drop an online course must submit the Drop Course Request form found within the online environment. Students who drop the course within 30 days of registration and have not completed any activities in the course may be eligible to transfer into another course at no charge. If students in the scenario listed above do not wish to take another

online course, they may be eligible to use the credit toward another program. This must be requested via email to admin@futurescanadianschool.com within 30 days of registration; any differences in price must be paid by the student

14. Graduation Requirements

Students interested in earning the OSSD (Ontario Secondary School Diploma) must successfully complete a total of 30 credits; of which 18 are prescribed and 12 credits are optional. In addition, students must also complete 40 hours of Community Involvement Activities and must meet the provincial literacy requirement. Students also need to complete two online credits unless parents submit written notice to the principal that they would like to opt out of the online credit requirement.

Compulsory credits are:

- 4 credits in English (1 credit per grade) *
- 3 credits in mathematics (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
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics

Plus, one credit from each of the following groups:

- New 1 additional credit (group 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***
- New 1 additional credit (group 2): additional credit in health and physical education, or the arts, or business studies, or French as a second language, ** or cooperative education***
- New 1 additional credit (group 3): additional credit in science (Grade 11 or 12), or technological education, or French as a second language, ** or computer studies, or cooperative education***

The successful completion of the Ontario Secondary School Literacy Test.

Students must attempt to write the OSSLT at least once. If students are not successful on their first attempt, they are now eligible to enroll in The Ontario Secondary School Literacy Course and if successful they will have accomplished the OSSLT requirements.

15. Prior Learning Assessment And Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process

whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits toward the secondary school diploma. Students must submit their official transcripts from their other schools to have their prior credits evaluated by the school administration prior to enrolling in the course.

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

16. Prerequisites, Exemptions, And Substitutions

Prerequisites for Grade 11 and 12 courses are specified in the curriculum policy documents for the various disciplines. These can be viewed on the Ministry of Education website: In most cases, students will only be registered into a course once they have submitted documentation supporting their completion of the prerequisite course. 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 completed a course of one type in a particular subject and grade that Futures Canadian School does not meet a stated prerequisite for a course in the same subject in the next grade but has completed a transfer course is equally eligible to take the requested course providing once again that supporting documentation is forwarded to Futures Canadian School. In unique situations, mature students who do not have the prerequisite can apply for an exemption. This must be requested in writing to the Principal of Futures Canadian School. The requesting student will have an opportunity to explain their circumstances.

Futures Canadian School will not make substitutions for compulsory or optional courses; students are expected to complete all compulsory and optional courses as outlined in the Ministry of Education's OSSD graduation requirements.

17. Community Involvement Policy

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Students who are taking courses only through Futures Canadian School and are not enrolled in any other school or program will be required to submit their record of community involvement if they have not yet completed the required 40 hours. Please see the list below of approved activities:

Activities approved:

Fundraising for non-profit organizations or assisting sports at the community level through religious affiliations such as helping at sales, bazaars, etc., seniors with chores in community committees, food banks, fairs, etc. in environment projects such as a recycling project, etc.

Futures Canadian School is also required to provide students with a record-keeping form they will need to track and log the community involvement hours, which once complete will be kept in the student's OSR. Students are responsible for fulfilling this requirement in their own time.

Please contact the principal for the form to record community service hours. Please contact the Principal of Futures Canadian School if you have any further questions regarding community involvement as a prerequisite for the OSSD. If a student is unsure whether their intended community activity will satisfy the requirements, students and parents are requested to forward the notification of the planned community involvement activity to the Principal prior to commencing.

Community Service Hours

Students are required to complete 40 hours of community service to earn an OSSD, however; students joining from outside of Ontario can be granted equivalent hours in the equivalency process. The Community Involvement Form must be filled out and signed by the Supervisor of the activity, submitted to the FCS Principal, together with his name and contact details. The Principal will confirm the student's hours by calling the Supervisor.

18. Ontario Student Record (OSR) Policy

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the principal and teachers at the school for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.

If a student is enrolled in one or more Futures Canadian School courses and is also in another Ontario secondary school, the school where the student is taking the most courses will hold the OSR. Please note that Futures Canadian School is not responsible to hold the OSR for students who have already graduated from another school, the graduating school is obligated to keep those records. If a student has not graduated high school and is exclusively pursuing courses towards their OSSD from Futures Canadian School, Futures Canadian School will request, establish, and manage the OSR as per the Education Act. Items such as copies of report cards, community involvement and results of the Ontario Secondary School Literacy test are examples of records kept in an Ontario Student Record.

19. Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is an official document issued by all public or private schools in Ontario. The OST contains a list of the courses completed from grades 9 through 12 including those completed successfully or unsuccessfully. The OST is stored in the OSR and kept for many years after the student graduates. Please note, as per the policies outlined in the Ontario Student Transcript Manual 2010 document, the school that maintains the OSR is also responsible for updating and maintaining the OST. Consequently, if a student is enrolled full time or part time through another school, that school will house the OST. Futures Canadian School is responsible to assist in this record keeping process by notifying the OST holding school of the course and final achievement of a student taking a course through Futures Canadian School. When students complete a course through Futures Canadian School, they will be mailed a final report card. In addition, a second copy will be forwarded to the school that secures the students' OSR so they can add it to the ongoing list of courses on the student's overall transcript. Students that need a certified copy of their Ontario Student Transcript are directed to contact the guidance department of the school that holds their OSR. Students that require

their final marks to be faxed to the Ontario University Application Centre are requested to send an email to admin@futurescanadianschool.com clearly authorizing this request including their first and last name, the course and final mark to be submitted, OEN and OUAC reference number.

20. Hardware/Software Requirements

Futures Canadian School uses Moodle Learning Management System (“LMS”) as our integrated learning platform.

On Futures Canadian School’s login site, you can find a link that will analyze your device for platform capability.

[Please click here for a System Check before you log in.](#)

Internet Access and Speed

As long as you have High-Speed Internet access, you can take courses with Futures Canadian School. PC Requirements (minimum requirements)

Students should have the following minimum requirements to participate in Futures Canadian School programs:

Hardware

- A PC running Windows 8 or higher or
 - A Mac running OS
 - 2GB of RAM
 - High-speed internet connection
 - A sound card with speakers or headphones
 - A functional webcam and microphone
 - A laptop is required for final exams written at campuses (if applicable)
- In some cases, a scanner or phone/camera may be required to submit handwritten assignments.

Software

- Adobe Reader
- A typical Office Suite including a word processor application, equation editor, and spreadsheets (Google Docs will also suffice)

Browser

- Mozilla Firefox 80 or higher or
- Safari 12 or higher or
- Google Chrome 85 or higher

Chromium-based Microsoft Edge

21. Courses

At Futures Canadian School, we are initially offering Grade 9, Grade 10, and a variety of U-level Grade 12 courses. These courses will be applied to sufficiently satisfy the required and elective components of the OSSD.

All Futures Canadian School credit courses, except half credits, are designed to be 110 hours of planned instruction. Each course unit is given an hour value, and all units combined add up to 110 hours. Students are expected to come close to the planned hours of instruction timing within reason. Activity completion time will vary depending on the student's comfort level with that subject matter.

Course Code	Term Offered	Course Description
ENL1W	Continuous Intake	This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills and develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and society and increase their understanding of the importance of language and literacy across the curriculum.
SES4U	Continuous Intake	This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyze techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence. Prerequisite: Science, Grade 10, Academic
MPM2D	Continuous Intake	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.

SNC1D	Continuous Intake	This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity
MTH1W	Continuous Intake	This course enables students to consolidate and continue to develop an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modeling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.
CGC1D	Continuous Intake	This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.
SNC1W	Continuous Intake	This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.
BBI10	Continuous Intake	This course introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. Students will also learn concepts and skills related to personal finance, entrepreneurship, and international business
PPL10	Continuous Intake	This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through

		participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others and develop their ability to think critically and creatively
TIJ10	Continuous Intake	This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models/prototypes, and assess products/processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental & societal issues related to technological design and will learn about secondary, and postsecondary education and alternate training leading to careers in this field.
AMU10	Continuous Intake	This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and safe practices related to music and will develop a variety of skills transferable to other areas of their lives.
OLC40	Continuous Intake	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.)
MCV4U	Continuous Intake	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

		<p>understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.</p> <p>Note: The new Advanced Functions course (MHF4U) must be taken before or concurrently with Calculus and Vectors (MCV4U)</p>
BOH4M	Continuous Intake	<p>This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a business leader, 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.</p>

Co-operative education

Our school does not offer a Co-operative Education program.

