

COURSE CALENDAR

2022 - 2023

TRILLIUM INTERNATIONAL SCHOOL

“FOR THE LOVE OF LEARNING”



TRILLIUM INTERNATIONAL SCHOOL

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Trillium International School
Course Calendar
2022-2023

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Mission

Trillium International School is dedicated to providing a holistic education through which our students will enhance their knowledge, skills, and abilities to develop as worthy members of their communities.

Vision

That the staff and students of Trillium International School develop a community of mutual respect, love and understanding as everyone strives for excellence.

THE IMPORTANCE AND VALUE OF COMPLETING A SECONDARY EDUCATION

Trillium International School is committed to supporting and enabling all of its students to reach their potential and to succeed. It is part of our mission to help every student to achieve a successful outcome from their secondary school experience.

Education directly influences students' life chances – and life outcomes. Today's global, knowledge-based economy makes the ongoing work in our schools critical to our students' success in life and to Ontario's economic future. As an agent of change and social cohesion, our education system supports and reflects the democratic values of fairness, equity, and respect for all. The schools we create today will shape the society that we and our children share tomorrow.

THE REQUIREMENT TO REMAIN IN SECONDARY

Parents and Guardians have a responsibility to guide and encourage their child to remain in Secondary school until reaching the age of eighteen or until the student has obtained their Ontario Secondary School Diploma, (OSSD).

Code of Behaviour

Students are expected to:

- Respect the rights of other people.
- Treat other students and all staff politely and with dignity.
- Be in attendance at school every instructional day, arrive at all classes on time and actively participate in their academic program.
- Be appropriate in dress and personal habits.
- Show respect for school property, computers and equipment by keeping the facilities clean and abiding by the established rules for use of school equipment.

Students can expect to:

- Attend school regularly and be punctual.
- Be treated with respect by others.
- Be treated politely and with dignity by other students and by staff members.
- Receive excellent instruction in their daily studies and support from their teachers.
- Work in a clean and safe environment.
- Have access to school facilities, computers and equipment for the purpose of curricular and co-curricular activities.
- Have the opportunity to participate in a wide range of curricular and extra-curricular activities.
- All members of Trillium International School are expected to be aware of all School Policies and Procedures.

Program Planning and Responsibility

Parents/Guardians have the responsibility to work with their children in the planning of their secondary school education. The final decision on the course selection for students under eighteen years of age rests with parents/guardians.

All students and their parents/guardians should carefully consider the advice and recommendations of their teachers.

Student Attendance

Regular attendance at school is critical for student's learning and achievement of course expectations. Students must complete 110 hours for credit to be granted for a course. These are all in class hours and do not include homework. **Parents** are encouraged to ensure that attendance is regular.

Credit System

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. For the purpose of granting a credit, "scheduled time" is defined as the time during which students participate in planned learning activities (does not include homework) designed to lead to the achievement of the curriculum expectations of a course. A credit is granted to a student by the principal of a Secondary School on behalf of the Minister of Education of Ontario, Canada. **A student who habitually misses class time, i.e. due to lateness or time absent from class, will be in jeopardy of not receiving their credit.**

Procedure for Waiving Prerequisites

The policy regarding prerequisites is stated as follows in ONTARIO SCHOOLS, KINDERGARTEN to Grade 12: POLICY AND PROGRAM REQUIREMENTS, 2016(Section 7.2.3).

If a parent or an adult student, one who is eighteen years of age or older, requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived.

The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate supervisory officer to review the matter.

What do you need to Graduate?

What do you need to graduate from high school?

18 compulsory credits

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

Plus one credit from each of the following groups:

- | | | |
|-----|---|---|
| 4 | Credit in English (1 credit per grade) * | |
| 3 | Credits in mathematics (1 credit in Grade 11 or 12) | |
| 2 | Credit in Science | |
| 1 | Credit in Canadian History | 1 |
| 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 | |

In addition, students must complete:

- | | | |
|---|--|---|
| ✓ | 12 optional credits | 1 |
| ✓ | 40 hours of community involvement activities | |
| ✓ | The provincial literacy requirement | |

Group 1:

English or French as a second language**
 A Native language
 A classical or international language
 Social sciences and the humanities
 Canadian and world studies
 Guidance and career education
 Cooperative education***

Group 2:

Health and physical education
 The arts
 Business studies
 French as a second language **
 Cooperative education***

Group 3:

Science (Grade 11 or 12)
 Technological education
 French as a second language**
 Computer studies
 Cooperative education***

- A maximum of 3 credit 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 Grade 12 compulsory English course.
- In groups 1,2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

- A maximum of 2 credits in cooperative education can count as compulsory credits. The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Additional Diploma Requirements

40 Hours Community Involvement

- Effective July 1, 2011 students will be able to start accumulating community involvement hours in the summer before they enter grade 9. This change acknowledges the enthusiasm of some students, with support from their parents, to be involved in their community prior to entering secondary school.
- The student is responsible for finding and completing 40 hours of volunteer work.
- The school will not be directly involved in finding volunteer placements for students or monitoring students while they are completing their volunteer work.
- The parent is responsible for checking potential placements before the student begins volunteering.
- The school is responsible for advising students of the requirements and procedures for completing the 40 hour community involvement requirement. Students will receive information and appropriate forms from their home room teacher or teacher adviser.

Guidelines for Eligible Activities

Community Involvement Requirements

Every student must complete 40 hours of community involvement activities in order to receive a graduation diploma. Students experience the satisfaction that comes from helping other people. They gain valuable experiences working with volunteer groups and learning about service to people and organizations. While the community benefits from the interest and enthusiasm of young people, our students extend their skills beyond the classroom and even develop experiences for their personal resumes. Students enhance their sense of belonging within the larger community.

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

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

Eligible Community Involvement Activities

In the community

Offer assistance to charitable organizations, service clubs and other non-profitable organizations, such as:

- Canvassing, walk-a-thons, celebrity games.
- Coaching minor sports teams.
- Helping to organize events in your community such as fairs or community activities.
- Participating in environmental projects, e.g. clean-up, tree planting, recycling, Tidy T & T.

- Assisting in seniors' residences, hospitals, nursing homes, e.g. serving snacks, helping with crafts, visitation.
- Leading others in your faith community.
- Performing community projects, e.g. food bank, welcoming committees.
- Assisting in local parks and recreational facilities.

Individual Support

Provide assistance such as:

- Activities involving seniors, e.g., helping shop, reading letters, visiting hospitals.
- Activities with young people, e.g., tutoring, transcribing, reading buddies.
- Assisting individuals with disabilities.

In the school

Help others, with activities such as:

- Peer helping.
- Timing, scoring, managing a team.
- Coaching a younger team.
- Organizing the school art show.

*Note: An eligible activity **may not** count towards a credit or school recognition such as a school letter, and may not take place during the student's regular classroom time.*

Ineligible Community Involvement Activities (Ministry of Education, Ontario Canada)

An ineligible activity is an activity that:

- Is a requirement of a class or course in which the student is enrolled (e.g. co-operative education, job shadowing, work experience?)
- Provides remuneration to the student.
- 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.
- 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.'
- Involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables.
- Consists of duties normally performed in the home (e.g. daily chores) or personal recreational activities, such as athletics, music and drama.

What steps must the student follow?

- Talk with your parent about community involvement.
- Read the list of ineligible activities and the list of eligible activities.
- Select one or more of the eligible activities.
- Do not select any ineligible activities.
- Obtain form from home room teacher.
- As you plan additional activities, you may submit another form.

- Remember your responsibilities: to be actively involved, to do your best, to be a positive ambassador for young people in the community.
- When you complete each activity, fill out the form 'Community Involvement Activities Chart', and ask your parent and the community sponsor (the "supervisor" that gave you the community involvement opportunity) to sign it. Hand this form into the office when all 40 hours have been completed.

What are the responsibilities of the principal?

- Provide information about the community involvement requirements to parents, students and community sponsors.
- Provide students with the information and forms they will need to complete the community involvement requirement.
- Provide a list of eligible activities from which to choose.
- Sign approval of Student Notification Form if the parent or student has marked "No" regarding ineligible activities, or contact the student to indicate non-approval.
- Decide whether the student has met the community involvement requirement upon receipt of documentation supporting 40 hours of community involvement.
- Record as completed on the student's official transcript.

What steps must parents follow?

- Help your child to select appropriate community involvement activities.
- Communicate with the community sponsor and the teacher-adviser or school principal if you have any questions or concerns.
- Sign the 'Notification of Planned Community Involvement Activities' form before the activity begins and the 'Community Involvement Activities Chart' form after the activities are completed (if the student is under the age of eighteen years).

Substitutions for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirement for compulsory credits. To meet individual students' needs, principals may replace up to three of these courses with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript.

ONTARIO CURRICULUM POLICY DOCUMENTS

Ontario Curriculum Policy Documents are available on the Ontario Ministry of Education Website at www.edu.gov.on.ca

POLICY REGARDING STUDENT WITHDRAWAL FROM COURSES IN GRADES 11 AND 12

Students are given the opportunity at the beginning of the semester to audit their courses for the first three days. After this they are required to make a decision about course choice then complete the courses chosen.

There is no withdrawal from courses unless the student retires from the school.

CO OPERATIVE EDUCATION

There are no programs for Co operative Education and Experiential learning at this time. There is a Ministry document available for further information when required:

Co operative Education and Other Forms of Experiential Learning: 2000

TRINIDAD – ONTARIO EDUCATIONAL EQUIVALENCY

TRINIDAD – ONTARIO EDUCATIONAL EQUIVALENCY: Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario Secondary schools including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum and policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits.

The PLAR process developed by our school in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions. **O.S.7.2.5.**

The following table can be used as an informal guide to compare placements in both systems. Other factors can be used in addition to these to place new students to Trillium International School.

The Trinidad Educational System

Form 1 completed
(passed all subjects)

Form 2 completed
(passed all subjects)

Form 3 completed

Trillium International School

Grade 7 completed

Grade 8 completed (preparation for
Secondary school)

(passed all subjects)	Grade 9 completed (22 credits to be completed for Ontario Secondary School Diploma (OSSD))
Form 4 completed (passed all subjects)	Grade 10 completed (14 credits to be completed for Ontario Secondary School Diploma (OSSD))
Form 5 completed (credits to be completed for OSSD to be determined)	The number of credits determined on a one-to-one basis to a maximum of 8. Credit equivalencies will only be granted for CXC passes
Form Lower 6 completed (3 subjects passed)	Same as Form 5 completed
Form Upper 6 completed (3 or more Advanced level)	Grade 12 completed. The student will be required to complete at least 6 Grade 12 courses in our school

Grade 10 Test of Reading and Writing Ontario Secondary School Literacy Test – O.S.S.L.T.

Provincial Secondary School Literacy Requirement:

- The test measures whether students can successfully demonstrate reading and writing skills that apply in all subject areas in the provincial curriculum, up to the end of Grade 9.
- The test is designed and marked by the Education Quality Accountability Office (EQAO).
- The test will be conducted annually, (to be determined by the Ontario Ministry of Education).
- Students receive results – either “complete” or “incomplete”. Students who receive an incomplete will be sent detailed feedback. Students may re-take the test. No limits have been established regarding the number of re-takes allowed.
- Sample test materials can be seen at www.eqao.com
- Accommodation, deferral and exemption information is available from your principal.
- Students who do not successfully complete the Ontario Secondary School Literacy Test (OSSLT), will have opportunities to retake the test in subsequent years.
- 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. If they are successful on the test, they are not eligible to take the OSSLC (except under special circumstances, at the principal's discretion).

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 credits selected by the student from available courses

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 used to recognize 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.

Types of Courses

Grades 9 and 10:

In Grades 9 and 10, three types of courses are offered: academic courses, applied courses and open courses. Academic and applied courses set high expectations for all students. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.

Academic Courses:

- focus on the essential concepts of the discipline and also explore related concepts.
- develop student's knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications.

Applied Courses:

- also focus on the essential concepts of the discipline.
- develop students' knowledge and skills by emphasizing practical, concrete applications of the concepts and incorporating theoretical applications focus on practical applications and concrete examples.

Open Courses:

- are offered in all subjects other than those offered as academic and applied.
- comprise a set of expectations that is suitable for all students at a grade level.
- prepare students for further study in certain subjects.
- enrich the students' education generally.

Grades 11 and 12:

In Grade 11, courses offered to prepare students for their post-secondary destinations include:

University preparation courses:

- were developed in close collaboration with universities.
- are designed to equip students with the knowledge and skills needed to meet entrance requirements for university programs.
- emphasize theoretical aspects of the course content, but also include concrete applications.

University/college preparation courses:

- were developed in close collaboration with both universities and colleges.

- include content that is relevant for both university and college programs.
- are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs.
- emphasize both theoretical aspects and related concrete applications of the course content.

College preparation courses:

- were developed in close collaboration with colleges.
- are designed to equip students with the knowledge and skills needed to meet entrance requirement for college programs.
- emphasize concrete applications of the theoretical material covered in the course.
- and will also emphasize the development of critical-thinking and problem-solving skills.

Workplace preparation courses:

- were developed in close collaboration with representatives from a variety of workplaces.
- are designed to equip students with the knowledge and skills needed for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community, as available.
- allow students to prepare for a variety of jobs, training programs, and careers.
- include cooperative education and work experience placements within the community, where needed.
- emphasize the development of generic employment skills, as well as independent research and learning skills.
- promote and stress the importance of lifelong learning.

Open course in Grade 11:

- are appropriate for all students, regardless of their postsecondary destination.
- are designed to provide students with a broad educational base.
- prepare students for active and rewarding participation in society.

The Course Coding System

The course code consists of a course title and a six-character code; the first 5 characters are designated by the Ministry of Education in Ontario, Canada. The 6th character is determined by Trillium International School. Normally the 6th character is “0”, a placeholder. Sometimes the 6th character is a specific symbol, used for scheduling purposes. The 6th character does not appear on the Ontario Student Transcript.

Code Characters	Explanation	Example – PPL 10F
1 st , 2 nd , 3 rd	Subject discipline of the course in letters	“PPL” represents Healthy Active Living Education
4 th	Grade level as a number	“1” Grade 9
5 th	Type of course as a letter “D” Academic “P” Applied “O” Open “W” Workplace “C” College “M” University/College “U” University	“O” Open course
6 th	Trillium designated character that assists with organization of classes	“F” A class for girls only “M” - Male

		"H" - Half Credit "1" - Beginner "2" - Experienced
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DEFINITION OF A CREDIT

In grades 9 to 12 courses are offered. Courses are taken for a credit. A credit is granted upon successful completion of 110 instructional hours for each credit. Half-credit courses require a minimum of 55 hours. Two half-credit courses successfully completed are equivalent to one credit.

ASSESSMENT, EVALUATION AND REPORTING

Assessment –the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations of a course.

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “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 are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation – the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. The purpose of student assessment is to improve student learning. Assessment and evaluation are based on the provincial expectations and achievement levels outlined in the provincial curriculum document for each subject in secondary school.

ABOUT ONLINE LEARNING

Online learning, also known as e-learning, offers secondary students an opportunity to take courses that are delivered entirely using the internet and do not require students to be physically present in the classroom. Students may be required to go into school to take a final exam or if they need to use the internet, devices and other school supports (for example, guidance, mental health and well-being supports). Other ways of **EARNING CREDITS THROUGH LEARNING opportunities such AS:** E-Learning, the Independent Learning Centre, and, continuing education courses for credit.

“Every challenge, every obstacle, every disappointment is an opportunity for another victory” – B. A. Craig

OUTLINES OF COURSES OF STUDY

Course information in more detail is produced in the form of a Course Outline. This is prepared by the school and is obtained by request to the principal. Notice must be given so that the outline can be made available. Course outlines are available at the school for parents and students to examine providing an appointment is made with the office. **OS. 5..3.1.**

HOW TO GAIN ACCESS TO ONTARIO CURRICULUM POLICY DOCUMENTS

The Ministry of education in Ontario has a website through which access to policy documents may be obtained.

www.edu.gov.on.ca/eng/policy

Documents can be found in individual specific departments for example:

- Special Education Policy Documents
- English Language Learners – Policies and Procedures
- Secondary Curriculum
- Elementary Curriculum

DESCRIPTION OF EXPERIENTIAL LEARNING PROGRAMS SUCH AS COOPERATION EDUCATION AND JOB SHADOWING

Such as co-operative education: We do not offer co-operative education courses at this time. High Schools in Ontario offer co-operative education courses. See information below:

Cooperative Education – Expanded

Earning more credits through workplace experience

What is it?

A program that allows students to apply two co-op credits towards their compulsory high school graduation requirements, with no limit on earning optional co-op credits.

Who is it for?

Students who are heading for university, college, apprenticeship or the workplace.

How does it help?

Students have the opportunity to:

- Experience hands-on learning
- "Test-drive" career options
- See the relevance of their classroom learning
- Develop the essential skills and habits required in the workplace
- Gain valuable work experience to help build a resumé for postsecondary programs and future employment.

POLICY REGARDING STUDENT WITHDRAWAL FROM COURSES IN GRADES 11 AND 12

If for any reason a student fails or withdraws from a compulsory credit course they would be required to make up the credit to complete the requirements in order to obtain an Ontario Secondary School Diploma.

See information below.

Grades 11 and 12

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

If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, 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.

No entry will be made on the OST if the student withdrew from a Grade 11 or Grade 12 course taken through a credit recovery program prior to submitting or completing the required culminating activity identified in the student’s learning plan.

Students who transfer from another school after the semester or term has started are allowed an equivalent amount of time to withdraw from a course. The principal of the receiving school will determine the amount of time allowed before the withdrawal must be recorded on the OST. If the student withdraws after the time allowed, a “W” is entered in the “Credit” column and the student’s percentage grade at the time of withdrawal is recorded in the “Percentage Grade” column.

PROCEDURES RELATED TO CHANGING COURSE TYPES

Students may move to change courses types must take either the designated transfer course, or take the required prerequisite. In grade 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course.

School Organization

School Organization – Terms, Reporting Periods, Time Table organization

Our school is organized along two terms for secondary. September 5th 2022 to January 31st, 2023 is the first term, and, February 1st, 2023 to June 29th, 2023 is the second term.

- September 5th, 2022 – January 31st, 2023
- February 1st, 2023 – June 29th 2023

Reporting Periods - are Midterm and at the end of each semester. Midterms reports are sent home at the end of November in the first term and at the end of April for the second term. Final reports are sent home at the end of each term.

EVALUATION AND EXAMINATION POLICIES

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

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality.

Evidence of student achievement for evaluation is collected overtime from three different sources:

Observation
Conversation, and
Student products

Use is made here of multiple sources of evidence to increase reliability and validity of evaluation of student learning.

Student products may be in the form of tests or exams and / or assignments for evaluation. To ensure quality of all students, assignments for evaluation and test or exams are to be completed, whenever possible, under the supervision of a teacher.

REPORTING STUDENT ACHIEVEMENT

This reporting information provides the basis for reporting student grades on the provincial report card. In addition, students' learning skills are regularly assessed and reported on a separate scale on the provincial report card. These cross-curricular learning skills include: working independently, teamwork, organization, work habits/homework and initiative. Reports are sent home at mid-term and at the end of each semester at the end of every semester for parent information, and student records. Parents are encouraged to read the reports and contact the school for clarification and further information. Parent interviews are scheduled for each semester. Records are kept at the school in your child's, Ontario Student Record, (O.S.R.). The Ontario Student Record (O.S.R.) is the record of a student's educational progress through schools in Ontario. Principals are required to collect information for inclusion in the OSR for each student enrolled in the school and to establish, maintain, retain, transfer, and dispose of the OSR. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario. **O.S.4.1.1.**

The Ontario Student Record (OSR) Guideline sets out the policies with regards to the establishment of the OSR; the responsibility for the OSR; the components of the OSR; the access to the OSR; the use and maintenance of the OSR; the transfer of the OSR, the retention, storage, and destruction of information in the OSR; and the correction or removal of information in the OSR.

Student records are kept on an Ontario Student Transcript, (O.S.T.). This provides a comprehensive record of the student's overall achievement. For information about your child's progress and achievement, please call the school and make an appointment. Students and parents have access to their O.S.R. providing an appointment is made with the office. **O.S.2.3.1.**

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon the student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OST folder. **O.S. 4.1.2**

The transcript will include the following information:

The student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;

A list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;

Note:

Only one credit will be granted for a course that a student has successfully completed twice. If a student withdraws for a course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawals not recorded on the OST.

Confirmation that the student has completed the community involvement requirements;

Confirmation that the student has completed the provincial secondary school literacy requirements;

Confirmation that a student in a Specialist High Skills Major has completed all the requirements.

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

The ONTARIO STUDENT TRANSCRIPT (OST) Manual provides the information and guidelines required for the establishment, maintenance, issue, and storage of the Ontario Student Transcript. It also outlines

Final Evaluation:

A final grade for each course is determined as follows:

- 70% of the grade is based on assessments and evaluations conducted throughout the course,
- 30% of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Final evaluation takes place in January for semester 1 courses and in June for semester 2 courses. **O.S.4.1.2.**

Student Absence:

Regular attendance is beneficial for student success and positively affects student achievement.

It must be made clear to students early in the school year that they are responsible not only for their behavior in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

Where in the teacher's professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments.

They include:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- in secondary schools, referring the student to the Student Success team or teacher;
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using counseling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- reviewing whether students require special education services;
- requiring the student to work with a school team to complete the assignment;
- for First Nation, Métis, and Inuit students, involving Aboriginal counsellors and members of the extended family;
- understanding and taking into account the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences with the school system;
- providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so;
- deducting marks for late assignments, up to and including the full value of the assignment.

SCHOOL SERVICES

The school has a computer lab which houses 21 computers. The students have daily access to the lab with teacher supervision.

There is a library which continues to be upgraded with appropriate reading materials and resources.

There is a Science lab which facilitates students for Biology, Physics and Chemistry. The resources and equipment continue to be enhanced.

Guidance and career education programs are provided by homeroom teachers and the principal. Students are assisted in small groups and individually as needed.

COMMUNITY RESOURCES

Students have access to community resources in terms of our Community Library here in the town of Chaguanas. There is also a National Library which is very well equipped for use by our Nation's schools, both private and public schools. The library is a prime centre for information needs whether for research, Leisure or entertainment. Journals are available, books can be borrowed, lectures are available, and students can surf the internet.

There is also our National Science Centre which is available to support the formal science curriculum on the island and to advance scientific and technological literacy of our students.

Achievement Levels

Percentage Grade Range	Achievement Level	Summary Description
80 – 100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70- 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 – 69%	Level 2	A moderate level of achievement. Achievement is below, but approaching the provincial standard.
50 – 59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.

Below 50%: Insufficient achievement of curriculum expectations. A credit will not be granted.

Academic Honesty

Plagiarism is the action of taking and using as one's own, the thoughts, writings or inventions of another. It could be an idea, design, passage or work. Plagiarism of ideas exists if a student takes and uses an idea without giving proper annotation (to note the author or source of the information). Plagiarism also exists if a student copies verbatim (word for word). Consequences for plagiarism may result in loss of a credit or a zero for an assignment.

***Every challenge, every obstacle, every disappointment is an opportunity for another victory” –
B. A. Craig***

**Overview of Courses Offered
2022 – 2023 Academic Year**

<u>GRADE 9</u>	<u>CODE</u>	<u>GRADE 10</u>	<u>CODE</u>
<u>COURSE</u>		<u>COURSE</u>	
ENGLISH	ENG 1D	ENGLISH	ENG 2D
MATHEMATICS	MTH1W	MATHEMATICS	MPM2D
SCIENCE	SNC 1W	SCIENCE	SNC2D
FRENCH	FSF1O	HISTORY	CHC2D
GEOGRAPHY	CGC1D	VISUAL ARTS	AVI2O
VISUAL ARTS	AVI1O	INTRODUCTION TO BUSINESS	BBI2O
INTRODUCTION TO BUSINESS	BBI1O		
LEARNING STRATEGIES	GLS1O		
<u>GRADE 11</u>		<u>GRADE 12</u>	
BIOLOGY	SBI3U	LITERACY COURSE	OLC4O
WORLD RELIGIONS	HRT3M	ENGLISH	ENG 4U
MATHEMATICS	MCR 3U	MATHEMATICS	MHF4U
ENGLISH	ENG3U	BIOLOGY	SBI4U
CHEMISTRY	SCH3U	NAVIGATING THE WORKPLACE	GLN4O
HISTORY	CHW3M	PHILOSOPHY	HZT4U
DESIGNING YOUR FUTURE	GWL3O	CHEMISTRY	SCH4U
PHYSICS	SPH3U	MATHEMATICS	MCV4U
ACCOUNTING 1	BAF3M	GEOGRAPHY	CGW4U
		EXPLORING & CREATING IN THE ARTS	AEA4O

Daily Schedule

7:40 – 7:55 a.m.	Opening Assembly
8:00 – 9:15 a.m.	1 st Period
9:15 – 10:30 a.m.	2 nd Period
10:45 a.m. – 12:00 p.m.	3 rd Period
12:00 – 12:40 p.m.	Lunch
12:40 – 2:00 p.m.	4 th Period
2:05 – 3:00 p.m.	Help After School/Sports

**Weekly Class Schedule
FIRST SEMESTER
SEPTEMBER 2022 – JANUARY 2023**

TIME PERIOD	Grade 9	Grade 10	Grade 11	Grade 12	Grade 11-12
7:40 AM	FIRST BELL	FIRST BELL	FIRST BELL	FIRST BELL	FIRST BELL
7:45 AM	ASSEMBLY	ASSEMBLY	ASSEMBLY	ASSEMBLY	ASSEMBLY
8:00 – 9:15 AM	MATHEMATICS MTH1W (PAYNTER)	HISTORY CHC2D (TAJUDEEN)	BIOLOGY SBI3U (CELESTINE)	ENGLISH ENG4U (BRISTOL)	
9:15 –10:30 AM	FRENCH FSF1O (CELESTINE)	MATHEMATICS MPM2D (PAYNTER)		PHILOSOPHY H2T4U (LEBLANC)	LITERACY COURSE OLC4O (BRISTOL)
10:30-10:45 AM	BREAK	BREAK	BREAK	BREAK	BREAK
10:45 AM-12 NOON	VISUAL ARTS AVI1O (LEBLANC)	VISUAL ARTS AVI2O (LEBLANC)	HISTORY CHW3M (CELESTINE)		MATHEMATICS MCR3U (PAYNTER)
12:00 NOON	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45- 2:00 PM	INTRODUCTION TO BUSINESS BBI1O (CELESTINE)	INTRODUCTION TO BUSINESS BBI2O (CELESTINE)	DESIGNING YOUR FUTURE GWL3O (TAJUDEEN)	MATHEMATICS MHF4U (PAYNTER)	
2:05 – 3:00 PM	HELP	AFTER	STAFF MEETINGS	SCHOOL	

Instructors:

Mrs. B. A. Craig, B.A., M.T.S, M.Ed, O.C.T.

Mrs. S.Celestine, BSc , dip MLA,O.C.T.

Mrs. R.Paynter, BSc

Ms. J.Bristol, B.Ed, O.C.T.

Mr. I. Tajudeen, B.A., BSC., O.C.T.

Ms. K.LeBlanc, B.A., B.Ed.,O.C.T.

**Weekly Class Schedule
SECOND SEMESTER
FEBRUARY 2023– JUNE 2023**

TIME PERIOD	Grade 9	Grade 10	Grade 11	Grade11/ 12	Grade 12
7:40 AM	FIRST BELL	FIRST BELL	FIRST BELL	FIRST BELL	FIRST BELL
7:45 AM	ASSEMBLY	ASSEMBLY	ASSEMBLY	ASSEMBLY	ASSEMBLY
8:00 -9:15 AM	ENGLISH ENG1D (BRISTOL)	WORLD RELIGIONS HRT3M (TAJUDEEN)	WORLD RELIGIONS HRT3M (TAJUDEEN)	CHEMISTRY SCH3U (CELESTINE)	MATHEMATICS MCV4U (PAYNTER)
9:15 -10:30 AM	GEOGRAPHY CGC1D (BRISTOL)	LEARNING STRATEGIES GLS1O (LEBLANC)	BIOLOGY SBI3U (PAYNTER)	NAVIGATING THE WORKPLACE GLN4O (CELESTINE)	GEOGRAPHY CGW4U (CRAIG)
10:30-10:45 AM	BREAK	BREAK	BREAK	BREAK	BREAK
10:45 -12 NOON	LEARNING STRATEGIES GLS1O (LEBLANC)	SCIENCE SNC2D (PAYNTER)	ENGLISH ENG3U (BRISTOL)	BIOLOGY SBI4U (CELESTINE)	LEARNING STRATEGIES GLS1O (LEBLANC)
12:00 NOON	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45 – 2:00 PM	SCIENCE SNC1W (PAYNTER)	ENGLISH ENG2D (BRISTOL)	ACCOUNTING 1 BAF3M (HING)	CHEMISTRY SCH4U (CELESTINE)	EXPLORING & CREATING IN THE ARTS AEA4O (LEBLANC)
2:05 – 3:00 PM	HELP	AFTER	STAFF MEETINGS	SCHOOL	

Instructors:

Mrs. B. A. Craig, B.A., M.T.S, M.Ed, O.C.T.

Mrs. S.Celestine, BSc , dip MLA,O.C.T.

Mrs. R.Paynter, BSc

Ms. K. LeBlanc, B.A., BSc., O.C.T.

Mr. I. Tajudeen, B.A., BSc., O.C.T.

Ms. J. Bristol, B.Ed, O.C.T.

Mr. T. Hing, B.A., M.Ed, C.M.A.

COURSE DESCRIPTIONS OF COURSES THAT HAVE BEEN OFFERED AND CURRENT COURSES

COURSE DESCRIPTIONS

English

English, (ENG1D) – Grade 9 Academic

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

Prerequisite: None

Mathematics

Mathematics, (MTH1W) – Grade 9 Academic

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

Prerequisite: None

French

Core French, Grade 9 Academic 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

Science

Science, (SNC1W) – Grade 9 Academic

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

Prerequisite: None

Visual Arts

Visual Arts, Grade 9 Open AVI10

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

Introduction to Business

Introduction to Business, Grade 9 or 10, Open (BBI1O, BBI2O)

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

Geography

Geography (CGC1D) – Grade 9 Academic

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.

Prerequisite: None

Learning Strategies

Learning Strategies 1: (GLS1O/GLE1O/GLE2O) Skills for Success in Secondary School, Grade 9, Open

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Prerequisite: For GLS1O – None for GLE1O and GLE2O – Recommendation of principal

English

English, (ENG2D) - Grade 10 – Academic

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will 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

Mathematics

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: None

Science

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

History

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

Prerequisite: None

Visual Arts

Visual Arts, Grade 10 Open AVI2O

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

Prerequisite: None

World Religions

World Religions and Belief Traditions: Perspectives, Issues, and Challenges, Grade 11 University/College Preparation HRT3M

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

Prerequisite: None

Mathematics

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

English

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

Biology

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

Physics

Physics, Grade 11 University Preparation SPH3U

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

History

World History to the End of the Fifteenth Century, Grade 11 University/College Preparation CHW3M

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

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

Philosophy

Philosophy: Questions and Theories, Grade 12 University Preparation HZT4U

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

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

Designing Your Future

Designing Your Future, Grade 11, Open (GWL3O)

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

Prerequisite: None

Navigating the Workplace

Navigating the Workplace, Grade 12, Open (GLN4O)

This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences. They will make

plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their postsecondary destination.

Prerequisite: None

Biology

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.

English

English, (ENG4U), Grade 12 - University Preparation

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 analyze 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

Mathematics

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

Prerequisite: None

Chemistry

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

Mathematics

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**

Physics

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

Literacy Course

Ontario Secondary School Literacy Course, Grade 12 (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.) **Prerequisite: None**

Chemistry

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

Financial Accounting Fundamentals

Financial Accounting Fundamentals, (BAF3M) Grade 11, University/College Preparation

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

Geography

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

Exploring & Creating in the Arts

Exploring and Creating in the Arts, Grade 11 or 12 Open AEA30/AEA40

This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyse art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society.

Prerequisite: Any Grade 9 or 10 arts course

Guidance and Career Education Program

The Guidance and Career Education program is designed so that students will acquire the knowledge and skills that they need in order to learn effectively, to live and work co-operatively and productively with a wide range of people. The program assists the students to set and pursue education and career goals, and to carry out their social responsibilities.

The program is delivered through various means which include classroom instruction, group discussion with teacher-adviser, career exploration activities, post secondary education guidance, as well as individual assistance.

Computer Technology Policy

Objectives for the use of computers at Trillium International School

- to provide a high level of computer technology and software access.
- to foster an environment of ownership and responsibility.
- to encourage opportunities for growth and development in the use of computer and information technology for all students.

Laboratory and Technology Areas

- Under no circumstances will food and/or drink be consumed in areas where computers are located.
- Bags, purses, knapsacks etc. will be placed to the side of the room or on the floor where they will not interfere with electrical wiring or obstruct pathways.
- Hardware, software and/or peripheral devices are never to be removed or adjusted without prior permission from the teacher/supervisor.
- Software settings such as the Working Desktop are not to be altered under any circumstances.
- All floppy disks must be scanned using the anti-virus software by the teacher prior to disk usage.
- Under no circumstances will unauthorized software or games be loaded onto a machine. Playing computer games is forbidden.

Network Access

Each student at Trillium International School is entitled to a login and password to assist his/her educational activities at school. A login in can be obtained from the network manager, generally at the beginning of Semester I and Semester II. A request for a login can be forwarded through a teacher. Students are responsible for all use of their login and password. Having a login is a privilege, and misuse could result in this privilege being revoked.

- General school rules of conduct and communication apply to students using electronic resources.
- Printer access must be obtained prior to printing and students must obtain the permission of the supervising teacher before printing.

- Students must make efficient use of network resources.
- The responsible and ethical use of intellectual property of others must be practiced. Students are not to use software to which they do not have rights. Students must use the correct format in crediting materials from electronic sources.
- Rules for personal on-line safety must be stringently followed.

The following behaviours are not permitted:

- Sending, acquiring or displaying offensive messages or pictures.
- Using obscene or racist language in public or private messages.
- Harassing, insulting, or attacking others.
- Damaging computers, computer systems, computer networks, peripherals, or software.
- Violating copyright laws.
- Using another's password.
- Trespassing in another's folders, work or files.
- Intentionally wasting limited resources.
- Employing the network for commercial purposes.
- Using the network to access or distribute illegal or illicit material.
- Trillium International School endeavours to provide computer facilities to enhance students' classroom performance. It is not possible to support all existing word processing software, and students wishing to bring in files from home should use a text file format to ensure compatibility.

Internet Use

The successful operation of the Internet relies upon the proper conduct of users who must adhere to strict guidelines. Internet use for any purpose, which is contrary to Trillium International School's code of behaviour, is strictly prohibited. This includes all forms of violence, threats and harassment directed at the staff, students or school. This rule applies to school, work and home Internet use. Students accessing the Internet will be expected to observe the rules for Network Access. In addition, these students and their parents will be expected to sign a contract acknowledging their agreement to follow the following rules:

- Access to electronic mail and information services is for the purposes of student communication and research.
- Electronic mail is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities and may result in the loss of user privileges.
- Students are not to reveal their personal address or phone number or reveal addresses or phone numbers of other people.
- Use of the Internet is a privilege, not a right. Inappropriate use, including any violation of these conditions and rules, may result in cancellation of the privilege.

Supports for English Language Learners

Supports for our English language learners are provided in our special education and English programs by the appropriate staff members. We have in our student's body students from Asia and South America who need English language support.

Supports for our at risk Students

Taken from Building Pathways to success Grades 7-12, 2003 the key here is to encourage students to be hopeful for the future. Students must believe that they can be successful in their courses. All staff involved and the students need to have a positive approach to their education.

The Key Features of the Program

Pathways are:

- Encourage Students to take opportunities to develop and revise goals, directions and destinations.
- Develop a Co-ordinated career education/guidance program.
- Experiential Learning opportunities where possible.
- Engage Parents in the program.
- Develop effective teacher training strategies

Computer Integrity

A student accessing a drive other than their own, erasing files without permission or using incorrect programs, will be banned from the use of the equipment for the semester. In the case of a computer class, withdrawal from the course will result. Parents will be informed of such



Ministry of Education

Provincial Report Card, Grades 9–12

Semester	Reporting Period	Date
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STUDENT:	OEN:	Grade:	Homeroom:	Principal:
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Address:	School Council Chair:
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SCHOOL:	Telephone:	BOARD:	Email/Website:
Address:	Fax:	Address:	

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		Times Late	
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	1st													
	2nd													
	Final												Teacher requests an interview <input type="checkbox"/>	
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	1st													
	2nd													
	Final												Teacher requests an interview <input type="checkbox"/>	
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	1st													
	2nd													
	Final												Teacher requests an interview <input type="checkbox"/>	
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	1st													
	2nd													
	Final												Teacher requests an interview <input type="checkbox"/>	
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	1st													
	2nd													
	Final												Teacher requests an interview <input type="checkbox"/>	

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.

action and the cost of any vandalism will be borne by the student and/or his/her parents.

"God will only give you as much as you can handle". - Anonymous

Sample Report Card