Robert Land Academy

2020 -2021
Course Calendar

Honour Labour Loyalty Courage Commitment

ROBERT LAND ACADEMY HERITAGE

Robert Land (1736 – 1818) was an adventurous, loyal frontiersman, who served with the 79th Gordon Highlanders of the British Army. He saw action in the Battle of Louisbourg (1758) and fought with General Wolfe at the Battle of The Plains of Abraham (1759). In 1763, Robert, his wife Phoebe, and their nine children settled in the outlying village of Cushetunk, Pennsylvania. Here, the Land family had immediate contact with the local native peoples and, while hunting, found a wounded aboriginal and carried him home to be nursed back to health. This kindness was to serve him well when he came to rely heavily on his native friends as a British Agent and spy during the American Revolution.

Robert Land remained loyal to the Crown when the American Revolution broke out (1775). He was saved from a fiery death when a native companion warned him of danger only hours before the rebel militia razed his home with the intent of taking him and his family hostage. The Land family fled to New York. Robert Land continued in dangerous missions for the British, leading troops through unmapped, otherwise hostile native Indian Territory to attack rebel strongholds.

At the end of the hostilities, Captain Robert Land crossed the Niagara River. It was here, after so many hardships, that the Land family settled under the British Flag of Upper Canada and were the first settlers of what is now the City of Hamilton. Robert Land died in 1818 at the age of 82 years.

G. Scott Bowman, the Academy's Founder, is a direct descendent of Robert Land and his wife Phoebe Land. In its inaugural year (1978) the Academy enrolled 28 young men.

Today, Robert Land Academy is home to more than 125 Cadets. Its 168 acre campus includes a fully equipped athletic complex, residences, classrooms, labs, playing fields and more. Robert Land’s life as a frontiersman, soldier, father and magistrate personified the values of labour, loyalty, courage, commitment and honour. These values are the central pillars upon which the Academy exists. They have and will continue to be a part of our heritage.

VALUES

Robert Land Academy seeks to advance five key values that are held to be central to a productive and fulfilling adult life. The Academy's goal is to instil these values while demonstrating them concretely through example and programming.

Labour involves sustained intense effort and is fundamental to success in all walks of life.

Loyalty involves a bond with others in which their interests are held to be as important as our own.

Commitment involves a fixed, sustained and consistent adherence to the realization of an objective or person.

Courage involves the ability to rise above personal fear and anxiety to meet challenges and confront difficulties.

Honour involves the maintenance of personal values regardless of immediate advantage, gain or convenience.

AIM

With a clear understanding and acceptance of these values, Robert Land Academy's work begins. The Aim of the Academy is to help realize the potential of each Cadet academically, physically and emotionally by providing a highly structured, motivational and disciplined learning and living environment. All Cadets are required to participate in the many components of the programme. Our goal is to develop the whole boy and produce the best possible all-round citizen.

LEARNING TO 18

As per the current Ontario Ministry of Education, policies students are obligated to attend school until they are 18 years of age or have graduated from school. Robert Land Academy is committed to promoting each student's completion of secondary education by tailoring his strengths, goals and interests. In addition to creating life-long learners, the secondary school experience will help all students build a promising future and improve their quality of life.

STUDENT RESPONSIBILITY AND CODE OF CONDUCT

Robert Land Academy is committed to "creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting." The purpose is to help students reach their full potential, make life-long learners and responsible citizens. The responsibility of creating this environment is dependent on both staff and students.

Our goal to develop the whole boy and the best all-around citizen is contingent on self-understanding, self-awareness and personal responsibility. The responsibility of students is cited in The Ontario Curriculum, Roles and Responsibility.

> "Students' responsibilities with respect to their own learning develop gradually and increase over time as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how applied effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their behaviour and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. There are some students, however, who are less able to take full responsibility for their learning because of special challenges they face. The attention, patience, and encouragement of teachers can be extremely important to the success of these students. Learning to take responsibility for their improvement and achievement is an important part of every student's education".

The guidelines for acceptable and unacceptable behaviours and their consequences are clearly outlined in our *Recruit Handbook.* At the beginning of a recruit orientation and throughout the year, every recruit/student learns the policies and procedures of discipline that create a safe and healthy environment. These same policies and procedures are provided for parents/guardians in the *Parent's Handbook,* or through other policy documents.

ACADEMICS

The academic programme offered at Robert Land Academy is part of a highly structured learning and living environment in which consequences for all actions good and bad are identified and responded to. An emphasis is placed upon leadership by example and the importance of group cooperation and accountability.

The academic programme takes the form of *Academic* courses adhering to Ontario Ministry of Education standards and guidelines. Classes are small and regular assessments and tests are conducted to ensure an ongoing sense of measurable achievement. As well, students have regularly assigned study hall/tutorial with a support from a tutor and/or teacher.

The Grade 9 and 10 programme is designed to stimulate the minds of young adolescent males by combining outdoor, hands-on learning with the mainstream curriculum.

Course outlines in all subjects are developed in accordance with the Ontario Ministry of Education Curriculum Guidelines. All courses emphasize the development of basic study skills, reading and writing as an integral part of the curriculum. Students receive a great deal of instruction and help in taking notes, reading texts and developing other skills appropriate to the discipline.

All of the accommodations mentioned above support students achievement so that all students can achieve their potential.

The Academy operates under a semester system, however not all subjects are offered within this framework. Some Physical Education courses are offered on weekends over the course of the year. This allows the Academy to provide non-credit literacy and numeracy foundational courses in such a manner as to not reduce the total number of credits normally acquired within the grade 9 or 10 program. As such, should students withdraw after the end of the first semester they would not qualify for credits in these courses. Additionally, the Grade 9 and 10 program involves two morning classes, two afternoon classes and one evening class. This provides further flexibility for timetabling and remedial classes.

ACCOMMODATIONS

Robert Land Academy does not alter the grade-level expectations for a subject or course. In planning a program for a student with special education needs, the teacher, with the support of a success group, begins by considering the student's strengths and needs and his or her instructional level. A student's instructional level is usually determined on the basis of educational assessments conducted by teachers, taking into account other professional assessment data, when such data are available and when it is appropriate to do so. Teachers use a variety of educational assessment strategies and tools, which may include (but are not limited to) direct observation, portfolios, journals, rubrics, tests, projects, and self- and peer assessment. Data from assessments, along with information from parents and others who have worked with the student, provide a detailed picture of the student's learning needs. The small class sizes at Robert Land Academy allow teachers to identify the strengths and weaknesses of each student. Each student, therefore, receives the appropriate attention and guidance to become life-long long learners.

REMEDIAL PROGRAMS

Alternative programs/courses are also not provided in both the elementary and the secondary school panels.
Robert Land Academy largely offers an academic only program. As such, students entering the Academy with *Applied* level credits will be required to either repeat core subjects at the *Academic* level or to take remedial programmes designed to bring the student to an appropriate grade/age functioning level. These remedial programmes are offered to address issues in numeracy and literacy. In most instances, remediation can be largely effective within one semester, but in extreme cases may take longer. The Academic programmes for Grade 9 and 10 involve credit courses offered during the regular school day, evening and weekend. As such, the instructional time set aside for remedial programmes will not in most cases affect the student's ability to earn eight credits over two consecutive semesters.

Students entering the Academy with marginal levels of achievement (marks under 60% indicating that achievement is below the Ontario provincial standard of 70%) may be required to repeat core subjects taken at the Academic level. (For an explanation of *Applied* and *Academic* courses please see page 14.)

The Academy offers Foundational (non-credit) Study Blocks which may be taken prior to the *Academic* level Grade 9, 10 and 11 Mathematics and English courses by students who have achieved credits at the *Academic* level, but below the Provincial standard of 70%. The Foundational Study Blocks will normally consist of 110 hours of scheduled instruction in a small class setting where attention is given to addressing weaknesses in literacy and numeracy which through targeted assignments. The intent of these programmes is to build self-confidence and overcome fears associated with previous learning obstacles and the resulting sense of frustration. Addressing foundational weaknesses helps to provide a solid platform for future achievement and prevents frustration from eroding initiative.

ASSESSMENT, EVALUATION AND REPORTING

Student assessment will be based on evidence of the provincial curriculum expectations set out in curriculum policy documents. Assessment, evaluation and reporting will be ongoing, varied in nature and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning. Student learning will be balanced with respect to the four categories, and teachers will use observations, conversations and student products to evaluate assessment *of* learning, which will focus on student achievement of the overall expectations. In addition, assessment *for* learning and assessment *as* learning will support students in understanding success criteria as well as what evidence of learning they will provide to demonstrate their knowledge and skills.

70% of the final grade will be based on evaluation conducted throughout the course, reflecting the student's most consistent level of achievement throughout the course with special consideration given to more recent evidence of achievement. 30% of the final grade will be a final evaluation (examination, essay, performance, portfolio) at or toward the end of the course. The final evaluation will allow students an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

To the extent possible, the evaluation of learning skills and work habits, apart from any that must be included as part of a curriculum expectations, in a subject or course, are not considered in the determination of the student's grades.

(The information above can be found in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010,* pages 6-44*)*

Consequences to Cheating/Plagiarizing

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. Academic responses and consequences to cheating/plagiarism will be based on the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number of and frequency of incidents, and (4) the individual circumstances of the student.

Where, in the teacher's professional judgment, there is an incident of cheating/plagiarism, the teacher will immediately report to the appropriate Company Commander and to the Dean of Studies. A student found guilty of academic misconduct will face an Academic Charge; his cadet privileges will be suspended for a period of four weeks wherein he is ineligible for promotion. The Charge will also incur additional discipline that will be based on the four factors above.

In addition, to promote assessment for learning and assessment as learning, students must resubmit the same (or alternate) assignment for assessment (and evaluation in Grade 9 and Grade 10).

Grade 9 and 10	Grade 11 and 12
The student must resubmit the same (or alternate) test/assignment at a time and date specified in the Company Commander Charge. The assignment will be assessed for descriptive feedback and continuous learning and will be evaluated with a maximum possible mark of 50%.	A student who cheats or plagiarizes in Grade 11 or Grade 12 will be given a zero. He must still re-submit the assignment (or alternate) for descriptive feedback only.

Late and Missed Assignments

Students are not only responsible for their behavior in the classroom and the school but also for providing evidence of their achievement within a 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. Wherein 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. These strategies may include (but are not limited to):

- helping students develop better time-management skills;
- holding teacher-student conferences for major assignments, which assist the student in the planning of completion;
- maintaining ongoing communication with students about due dates;
- using counseling or peer tutoring to try to deal positively with problems.

If the strategies above prove ineffective, the Academy discipline code allows teachers to support and encourage the completion of work in the following manners:

- laps
- academic study in lieu of movie night
- academic study in lieu of clubs
- suspension from varsity sports
- Company Commander Charge (lack of effort)
- loss of cadet/NCO/Academic leave

Students should internalize that the development of these learning skills and work habits creates an individual and collective freedom.

The final strategy to address late and missed assignments involves deducting marks, up to and including the full value of the assignment. **Grade 9 and 10**	**Grade 11 and 12**
• 5% per day up to 15% • In all circumstances, students <u>must</u> submit the original (or alternate) assignment for descriptive feedback and coaching for improvement and a maximum mark of 50%.	• 5% per day up to 25% • In all circumstances, students <u>must</u> submit the original (or alternate) assignment for descriptive feedback and coaching for improvement and a maximum mark of 50%.
Student products that evaluate the achievement of overall course objectives and that have not been submitted will be marked as a zero. Teachers are encouraged to proactively enforce re-submission of culminating assignments to improve student learning through descriptive feedback and reflection on the student's thinking and learning.	

Report Cards

The academic year is divided into two training phases (semesters). Each training phase culminates with a set of final assessments and the issuing of a Provincial Report Card giving final grades in the subjects completed at that time.

Parents shall receive a mid-term Provincial Report Card which will include grades for all courses, and a final Provincial Report Card which will include final numerical grades for all courses and a detailed Cadet Service Record.

Semester 1 Mid-Term: November 20, 2020
Final Provincial Report Card: February 10, 2021

Semester 2 Mid-Term: April 1, 2021
Final Provincial Report Card: June 30, 2021

Parents are asked to read reports carefully as soon as possible. Feel free to contact the school if you have any questions regarding your son's Report Card. Any inquiries should be directed to the Academic Officer.

Determining a Report Card Grade

Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. (Growing Success, 2010, p. 39)

Levels of Achievement

The Ontario Ministry of Education has published benchmark levels of achievement in an attempt to standardize grading across the province. The levels of achievement associated with percentage grades are as follows:

A - 80-100% - Level 4:	A very high to outstanding level of achievement. Achievement is above the provincial standard.
B - 70-79% - Level 3:	A high level of achievement. Achievement is at the provincial standard.
C - 60-69% - Level 2:	A moderate level of achievement. Achievement is below, but approaching the provincial standard.
D - 50-59% -Level 1:	A passable level of achievement. Achievement is below the provincial standard.
E - Below 50%:	Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

Supporting Student Achievement

At Robert Land Academy staff, under the direction of the Academic Officer will work with students and their parents in order to plan out their academic career to create a pathway that will take the student beyond Robert Land Academy. Such a pathway may include: University, College or the world of work.

Guidance and Career Education

The guidance and career education program is a vital and integral part of the secondary school program. The goals of the guidance and career education program are outlined in the policy document entitled *Choices into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*. The content of the program is organized into three areas of learning - **student development** (i.e. the development of habits and skills necessary for learning), **interpersonal development** (i.e. the development of knowledge and skills needed in getting along with others), and **career development** (i.e. the development of knowledge and skills needed for setting short and long term goals and for planning the future).

Counselling

An important service offered is that of individual counselling. Students are encouraged to request an appointment whenever they feel it would be helpful.

Other Guidance Services

All Senior Division boys shall be interviewed after their arrival to ascertain career and post-secondary objectives. The Academy will actively assist those graduating by making available a wide variety of university calendars from all universities in Canada as well as information as to post-secondary education opportunities in other countries. As the vast majority of Robert Land graduates pursue post-secondary education, the Academy takes an active role in guiding and assisting each boy to realize his ambitions.

Class Time Schedule

	MON/TUE//THU	WEDNESDAY	FRIDAY
		CLUB DAY **Cadets participate in clubs beyond their academic studies**	
PERIOD 1	0850 - 1020	0850 - 0950	0850-1020
PERIOD 2	1025 - 1155	0955 - 1200	1025 - 1155
LUNCH	1200 - 1250	SECTION MEALS 1200 - 1250	1200 - 1250
ACTIVITY/STUDY HALL	1250 - 1330	1255 - 1355	1255 - 1425
PERIOD 3	1335 - 1505	1400 - 1500	1430 - 1600
PERIOD 4	1510 – 1640	1505 - 1605	1605 - 1735
EVENING CLASSES	1835 - 2005	1835 - 2005	

THE REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

A student entering grade 9 must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits to graduate with an OSSD. Students must also complete 40 hours of community involvement during their years in the secondary school program, and must successfully pass the provincial secondary school literacy (OSSLT) test in order to earn an Ontario Secondary School Diploma. The test will be based on the Ontario curriculum expectations for language and communication - particularly reading and writing - up to and including Grade 9 and will be written when the student is in Grade 10.

The combination of compulsory and optional courses is designed to provide all students with the essential knowledge and skills they will need to function effectively in any area of activity, as well as the opportunities to acquire the specialized knowledge and skills they will need to succeed in their chosen post-secondary endeavours.

Compulsory Credits (total of 18)

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
.5 credit in civics
.5 credit in career studies, **plus:**
1 (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**
1 (Group 2) additional credit in health and physical education, or the arts, or business studies, or cooperative education**
1 (Group 3) additional credit in science (Grade 11 or 12) or Technological education, or cooperative education**
12 optional credits***

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed in the school calendar.

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

† In Grade 9 a student may take one or more credits in Healthy Active Living Education for credit (PPL1O, PAL1O, PAI10< PAQ1O, PAR1O, PAD1O). In Grades 10, 11, and 12, a student may take more than one Healthy Active Living Education course for credit in each of Grades 10, 11, and 12.

** A maximum of 2 of the 3 additional compulsory credit requirements for groups 1, 2 or 3 may be met with credits earned through cooperative education (PPM139). A maximum of one credit earned for a learning strategies course may be used through substitution. Credits earned for cooperative education may not be used for substitution.

*** May include up to four credits achieved through approved Dual Credit Courses.

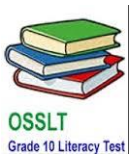
The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits,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

7 required compulsory credits
- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography
- 1 credit in health and physical education
- 1 credit in the arts, computer studies, or technological education

7 required optional credits
- 7 credits selected by the student from available courses

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

OSSLT LITERACY TEST



Ontario Secondary School Literacy Test

Students who are working towards the OSSD will normally take the OSSLT when they are in grade 10. This literacy test assesses the literacy skills of students in Ontario for the purpose of determining whether students meet the provincial secondary school literacy requirement for graduation. Students not taking this literacy test in Grade 10 will require a deferral granted on the basis of Ministry policy. Students who do not successfully complete the literacy test will have opportunities to retake the test in Grade 11 and 12.

The accommodations that may be necessary in order to give students with special needs the best possible opportunity to successfully complete the OSSLT may take several forms. In each case, the accommodation used must normally be specified in the student's IEP.

To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the OSSLT and clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption.

OSSLC LITERACY COURSE

The standard method for assessing the literacy skills of students in Ontario for purposes of meeting the literacy requirement for graduation is the OSSLT. The Ontario Secondary School Literacy Course has been developed to provide students who have been unsuccessful on the test with intensive support in achieving the required reading and writing competencies, and with an alternative means of demonstrating their literacy skills. The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma.

COMMUNITY INVOLVEMENT

Students must complete a minimum of 40 hours of community involvement activities during their years in the secondary school program. This requirement is to be completed outside students' normal instructional hours. Students may not complete the requirement through activities that are counting towards a credit, through paid work, or by assuming duties normally performed by a paid employee. Students and parents assume the key role in this initiative. Organizations or persons supervising the activities must confirm completion of the 40 hours. Documentation attesting to the completion of each activity must be submitted. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, signatures of the student and his or her parents and a signed acknowledgement by the person (or representative of the organization) involved. A standard form for this documentation and a brochure elaborating the Community Involvement Requirement is available from Student Services. Students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter grade 9.

INELIGIBLE ACTIVITY

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

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

COURSE CHANGE

Students should select courses appropriate to their abilities and career plans. If a student is having difficulties a change of subject may be required through consultation with the Dean of Studies. A change may be approved after consultation with parents/guardians providing no more than 10 semestered periods have passed since the beginning of the course.

COURSE TRANSFER INFORMATION

Transfer courses are made available in Grades 10 and 11 to offer students a means of transferring from one type of course in a particular subject to another if their interests and postsecondary goals change during secondary school. Like the other types of courses, transfer courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

COURSE SELECTION INFORMATION

The following information applies to all courses offered at Robert Land academy.

- Students under the age of eighteen require parental approval for all decisions on course choices. Students who are 18 years of age or older **MAY** accept responsibility for their own course choices;
- The courses offered at the Academy have been developed according to the requirements of the Ontario Ministry of Education;
- A clear description of expected learning expectations is provided to students prior to instruction in each unit of study.

COURSE CODING SYSTEM

Courses are identified by 3 letters followed by a number and a letter. For example, 'ENG2D' means English, Grade 10, Academic

The first character indicates the subject area:

A - Arts
B - Business
C - Canadian and World Studies
E - English

The next two characters differentiate between subjects within the subject area:

e.g. CGC - Geography of Canada
CHC - Canada in the 20th Century

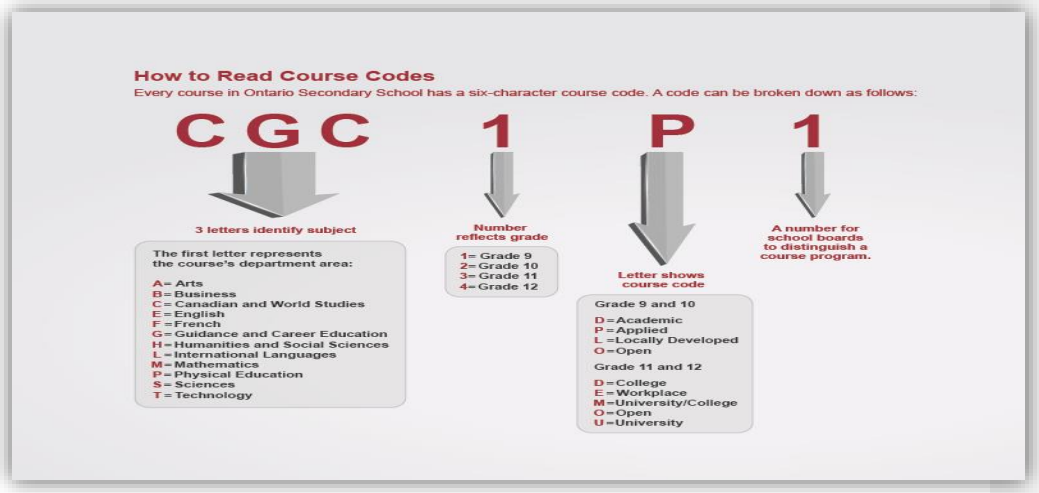
The first number indicates the grade level of the course

1 = Grade 9
2 = Grade 10
3 = Grade 11
4 = Grade 12

The letter following the first number indicates the nature of the course or the types of difficulty:

D = Academic
P = Applied
O = Open
U = University Preparation
C = College Preparation
M = University/College Preparation
E = Workplace

The last letter of number (6th digit) is used when necessary to distinguish between courses offered at the same grade.



COURSE TYPE

In Grades 9 and 10, the Academy offers two types of courses: *academic* courses and *open* courses.

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate. Students in Grade 9 who successfully complete these courses may choose either the *academic* or *applied* course in the same subject in Grade 10. Students in Grade 10 will choose courses in Grade 11 depending on their planned destination.

Open courses are designed to prepare students for further study in the subject, and to enrich their education generally. These courses comprise a set of expectations that are appropriate for all students.

In Grades 11 and 12, the Academy offers courses to prepare students for their post-secondary destinations include: *university preparation courses,* developed in close collaboration with universities: *university/college preparation courses*, developed in close collaboration with both universities and colleges. *Open courses* are also offered in Grades 11.

UNIVERSITY PREPARATION COURSES

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers.

UNIVERSITY / COLLEGE PREPARATION COURSES

University/college preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs.

COLLEGE PREPARATION COURSES

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers.

COURSE OUTLINES

The Courses taught at Robert Land Academy have been developed according to the requirements of the Ontario Ministry of Education & Training. All Course Outlines are kept on file in the Guidance office and are available for parental perusal. Full curriculum policy documentation is also available for parents to view in the Guidance office or on the Ministry website at:

http://www.edu.gov.on.ca/eng/curriculum/secondary

CREDITS

Credits are granted in recognition of the successful completion of

courses. The Ministry of Education & Training defines a credit in the following manner:

> "A credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours has been Scheduled."

In keeping with the requirements of the Ontario Ministry of Education, a minimum of 110 instructional hours are scheduled for each high school credit course. The Academy offers five instructional periods, 90 minutes in length per day. A student must take a minimum of three credits during any given semester. The Academy offers two semesters per academic year.

SUBSTITUTION POLICY FOR COMPULSORY CREDITS

These are the secondary school credits, prescribed by the Ministry policy, that a student must earn in order to satisfy the requirements for an Ontario Secondary School Diploma. In the case of a student whose educational interests would best be served by the substitution of a compulsory credit, the Principal may make such a substitution of up to three compulsory credits to be replaced by additional courses from the compulsory list.

PREREQUISITE COURSES

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. The school provides parents and students with clear and accurate information about prerequisites. If a parent 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 decision in consultation with the parent and appropriate school staff.

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 an Ontario secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

The PLAR process 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.

The PLAR process at Robert Land Academy involves only equivalency.

Equivalent credits are granted by the principal based on the high school courses students have taken. The principal determines the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. Students must successfully complete the provincial secondary school literacy graduation requirement and the principal will determine the number of hours of community involvement activities that the student will have to complete. The results of the equivalency assessment is filed in the student's Ontario Student Record (OSR). Equivalency credits are for placement only and are granted in accordance with Appendix 2, *Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011.*

ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (OST) is a record of courses successfully completed. As students earn credits in Grades 9-12, their personal achievement for each course is recorded on this form as a percentage grade.

After the student leaves school, the Ontario Student Transcript will be kept on file in the **last secondary school attended** and a copy will be provided to the student upon graduation or school leaving. The record is maintained in case he ever needs an official report of marks, such as would be required by any college, university or employer. Marks will not be released by the school without the permission of the student or of parent/guardian if the student is under 18.

FULL DISCLOSURE

Withdrawal from a course:

Grades 9 and 10

Withdrawals from Grade 9 and 10 courses are **NOT** recorded on the OST. Only successful courses are recorded on the OST. (Ontario Student Transcript)

Grades 11 and 12

If a student withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first report card in a semestered or 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 mid-term report card, 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.

Repetition of a course:

Students, who repeat a Grade 11 or 12 course that they have previously completed successfully, can earn only one credit for the course. However, each attempt and the percentage grade obtained are recorded on the OST, and an “R” is entered in the “Credit” column for the course(s) along with the lower percentage grade.

ONTARIO

The OSR is the ongoing, confidential record of a student’s educational

STUDENT RECORD (OSR

progress through schools in Ontario. The collection of this information is authorized by the Education Act.
The information in an OSR is available to supervisory officers and the principal and teachers of the Academy only for the purpose of improving the instruction of the student. All students and the parents/guardians of students under 18 years of age have the right to examine the OSR and to receive a copy of its contents, if they so desire.

CO-OPERATIVE EDUCATION

The co-operative education program at Robert Land Academy is offered so that a student can have a good outcome from his education. A student eligible for the program is chosen to ensure that, through practical experience, he has the knowledge and skill required to succeed in the school and beyond, and provide him with relevant learning opportunities that build on his strengths and interests, and to provide students with the supports needed for successful transitions. At Robert Land a co-op placement may be available in the Mess Hall working in food preparation. Students must be at least 16 years old and have completed senior credits. 220 hours of work are required for the granting of this dual credit.

SPORTS TRANSFER POLICY

Students who transfer from one secondary school to another and who wish to compete in inter-school sports must complete OFSAA transfer forms. Unless granted an exemption, transferring students are ineligible for those OFSAA sports in which they have competed at any time during the previous 12 months.

RESOURCES/ COMPUTER LABS

The Academy has made a commitment to computer technology; and has recently outfitted a new computer lab. Students may select specific courses to learn computer science and the application of computer programs for business, technological or personal use. The Academy supplements its resources through the use of the public libraries in our community.

ATTENDANCE

Because Robert Land Academy is a boarding school, attendance is easily monitored. Absenteeism only occurs in extenuating circumstances including (but not limited to), discipline, medical/dental appointments, illness, compassionate leave. In all cases, the student's absence will be indicated in the morning meeting, morning and afternoon report and the staff board in Operations.

INDEPENDENT LEARNING

In the event of an irresolvable time table conflict involving senior credits required for university admission, the Academy may offer independent courses as issued by the Independent Learning Centre. These courses may either be facilitated and administered by an approved Academy instructor or registered through and marked by a designated teacher employed by the ILC. The principal will retain appropriate documentation and record student achievement on the OST. The school will keep records of student work, assessment and evaluation of all curriculum expectations. All enrolment in such courses shall be at the discretion of the Dean of Studies from whom the student must obtain permission.

TUTORIALS

Tutorials are mandatory for all students in grades 9 – 11 with a course

mark below 70% and 80% for students in grade 12 courses. Students may be excused from tutorials if they are part of a varsity team (must maintain average of 60% in each class to participate on varsity teams).

GRADE 9-12 COURSES

THE ARTS

AVI1O VISUAL ARTS, GRADE 9 OPEN

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

AVI2O VISUAL ARTS, GRADE 10 OPEN

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. ***Prerequisite:*** *none*

AVI3M VISUAL ARTS, GRADE 11 UNIVERSITY/COLLEGE PREPARATION

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular artform (e.g. photography, video, computer graphics, information design). ***Prerequisite****: AVI1O or AVI2O*

AVI4M *VISUAL ARTS, GRADE 12 UNIVERSITY/COLLEGE PREPARATION*

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. ***Prerequisite:*** *AVI3M or AVI3O*

AWQ3M PHOTOGRAPHY AND DIGITAL IMAGING, Grade 11 University/College

Students will develop an understanding of self-expression in photography. Lighting techniques and history of photography. This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. ***Prerequisite:*** *AVI10 or AVI20*

AWS3M PRINT AND GRAPHIC COMMUNICATIONS (YEARBOOK) Grade 11 University/College Preparation The Graphic Communications course will have the student examining communications technology from a media perspective. Students will be developing skills through the use of page design and graphic creation programs to be able to produce various products ranging from newsletters and news pages as well as the Robert Land Academy Yearbook. ***Prerequisite*: *AVI10 or AVI20***

BUSINESS STUDIES

BBI1O INTRODUCTION TO BUSINESS, GRADE 9 OPEN
This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information 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

BAF3M INTRODUCTION TO FINANCIAL ACCOUNTING, 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 current issues and ethics in accounting. ***Prerequisite****: None*

BAT4M PRINCIPLES OF FINANCIAL ACCOUNTING, GRADE 12 UNIVERSITY/COLLEGE PREPARATION
This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces *accounting for partnerships, corporations, and sources of financing.* ***Prerequisite:*** *BAF3M*

B0H4M BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS, GRADE 12 UNIVERSITY/COLLEGE PREPARATION
This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized. **Prerequisite:** None

CANADIAN AND WORLD STUDIES

CGC1D ISSUES IN CANADIAN GEOGRAPHY, 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 to live. ***Prerequisite:*** none

CHC2D CANADIAN HISTORY SINCE WORLD WAR I, GRADE 10 ACADEMIC

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. ***Prerequisite*:** None

CHV2O CIVICS AND CITIZENSHIP (HALF-CREDIT). GRADE 10 OPEN

is course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. ***Prerequisite*:** None

CGF3M FORCES OF NATURE: PHYSICAL PROCESSES AND DISASTERS, GRADE 11 UNIVERSITY/COLLEGE PREP

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them. ***Prerequisite*:** Canadian Geographic Issues, Grade 9, Academic or Applied

CGR4M THE ENVIRONMENT AND RESOURCE MANAGEMENT, GRADE 12 UNIVERSITY/COLLEGE PREP

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment. ***Prerequisite*:** Any university, university/college, or college

preparation course in Canadian and world studies, English, or social sciences and humanities.

CHW3M WORLD HISTORY TO THE 15TH CENTURY, GRADE 11 UNIVERSITY/COLLEGE PREPARATION
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

CHY4U WORLD HISTORY SINCE THE 15TH CENTURY, GRADE 12 UNIVERSITY PREPARATION
This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history. ***Prerequisite*:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

CIE3M THE INDIVIDUAL AND THE ECONOMY, GRADE 11 UNIVERSITY/COLLEGE PREPARATION
This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level. ***Prerequisite*:** Canadian History since World War I, Grade 10, Academic or Applied

CIA4U ANALYZING CURRENT ECONOMIC ISSUES, GRADE 12, UNIVERSITY PREPARATION
This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.
***Prerequisite*:** Any university or university/college preparation

CLN4U CANADIAN AND INTERNATIONAL LAW, GRADE 12 UNIVERSITY PREPARATION
This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and

other issues in both Canadian and international contexts. ***Prerequisite*:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

COMPUTER STUDIES

ICS2O INTRODUCTION TO COMPUTER STUDIES, Grade 10 Open

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers. ***Prerequisite:*** none

ICS3U INTRODUCTION TO COMPUTER SCIENCE, Grade 11, University

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. ***Prerequisite*:** none

ICS4U COMPUTER SCIENCE, Grade 12 University

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. ***Prerequisite*:** Introduction to Computer Science ICS3U

ENGLISH

LITERACY REMEDIAL ENGLISH - Non-Credit

This program emphasizes foundational reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will review grammar, vocabulary, reading, and writing skills. An important focus will be the correct and effective use of spoken and written language. *This is a non-credit course which may be taken prior to ENG1D* or *ENG2D.*

ENG1D ENGLISH, ACADEMIC, Grade 9

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. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12. ***Prerequisite:*** none

ENG2D ENGLISH, ACADEMIC, Grade 10

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 analyze 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****: ENG1D or ENG1P*

ELS2O LITERACY SKILLS: READING & WRITING, Grade 10 Open

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details. The course will also help students develop core learning strategies. ***Prerequisite****: ENG1D, ENG1P or ENG1L*

ENG3U ENGLISH, Grade 11 University Preparation

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***: *ENG2D*

ENG4U ENGLISH, Grade 12 University Preparation

This course emphasizes 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:*** *ENG3U*

EWC4U WRITER'S CRAFT, Grade 12 University Preparation

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. ***Prerequisite:*** *ENG3U*

OLC3O ONTARIO SECONDARY SCHOOL LITERACY COURSE, Grade 11 Open

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. ***Prerequisite*:** 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 the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

FRENCH AS A SECOND LANGUAGE

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FSF1D CORE FRENCH, Grade 9 ACADEMIC

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** Minimum of 600 hours of French instruction, or equivalent

GUIDANCE AND CAREER EDUCATION

CHV20 CIVICS AND CITIZENSHIP (half-credit), GRADE 10 OPEN

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and development that are both of significance in today's world and of personal interest to them. ***Prerequisite:*** none

GLC2O CAREER STUDIES (half-credit), GRADE 10 OPEN

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. ***Prerequisite:*** none

GLE10 SKILLS FOR SUCCESS IN SECONDARY SCHOOLS, 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***: none

GPP3O LEADERSHIP AND PEER SUPPORT, GRADE 11 OPEN

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. ***Prerequisite:*** none

MATHEMATICS

NUMERACY REMEDIAL MATHEMATICS - Non-Credit

This program emphasizes foundational mathematical and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will review addition, subtraction, division, and multiplication for different number systems (e.g. whole numbers, integers and rational numbers). Also, graphing linear relationships by means of paper and pencil using different techniques (e.g. table of values) will be covered. Students will also solve algebraic equations, express powers, write ratios and proportions and calculate perimeter, circumference, area, surface area, volume and be able to classify triangles and classify polygons. *This is a non-credit course which may be taken prior to MPM1P* or *MPM1D.*

MPM1D MATHEMATICS, GRADE 9 ACADEMIC

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. ***Prerequisite:*** none

MPM2D PRINCIPLES OF MATHEMATICS, GRADE 10 ACADEMIC

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigation the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. ***Prerequisite:*** *MPM1D*

MCR3U FUNCTIONS, GRADE 11 UNIVERSITY PREPARATION

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****: MPM2D*

MCV4U CALCULUS AND VECTORS, GRADE 12 UNIVERSITY PREPARATION

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 presentations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal 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 plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. ***Prerequisite****: MHF4U Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with MCV4U, Calculus and Vectors.*

MDM4U MATHEMATICS OF DATA MANAGEMENT, GRADE 12 UNIVERSITY PREPARATION

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to pursue university programs in business, the social sciences, or the humanities will find this course of particular interest. ***Prerequisite****: MCR3U Functions, Grade 11, University Preparation or MCF3M, Functions and Applications, Grade 11, University/College Preparation*

MHF4U ADVANCED FUNCTIONS, GRADE 12 UNIVERSITY PREPARATION

This course extends students experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric 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 who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. ***Prerequisite:*** *MCR3U Functions, Grade 11, University Preparation, or MCT4C, Mathematics for College Technology, Grade 12, College Preparation*

PAL1O HEALTHY LIVING & LARGE GROUP ACTIVITIES, GRADE 9 OPEN

This course focuses on healthy active living through a wide variety of sports and recreational activities. Students will develop and implement personal fitness plans. Students will be given the opportunities to refine their decision-making, conflict-resolution and interpersonal skills. Students will develop goal setting, communication and fair play through a variety of activities. ***Prerequisite:*** none

PPL1O HEALTHY ACTIVE LIVING EDUCATION, GRADE 9 OPEN

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This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. ***Prerequisite:*** none

PAF2O HEALTHY LIVING & PERSONAL & FITNESS ACTIVITIES, GRADE 10 OPEN

Active participation in 'daily workouts' and a variety of physical activities that promote lifelong healthy active living. Introduction to personal fitness program development. Develop strategies to improve personal fitness levels and injury prevention. Investigate topics related to healthy sexuality, the use and abuse of alcohol, tobacco, drugs and supplement use. Develop goal setting strategies and communication skills. ***Prerequisite:*** none

PAL2O HEALTHY LIVING & LARGE GROUP ACTIVITIES, GRADE 10 OPEN

This course focuses on healthy active living through a wide variety of sports and recreational activities. Students will develop and implement personal fitness plans. Students will be given the opportunities to refine their decision-making, conflict-resolution

and interpersonal skills. Students will develop goal setting, communication and fair play through a variety of activities. ***Prerequisite:*** none

PAF3O HEALTHY LIVING & PERSONAL & FITNESS ACTIVITIES, GRADE 11 OPEN

Develop strategies/programs which focus on the cardiovascular and muscular systems. Active participation in a variety of developed "daily workouts" that lead to the attainment of personal goals. Investigate topics related to fitness testing/appraisals, exercise prescription, periodized strength training, and nutrition/ergogenic aids. Develop goal setting, communications, and self-reflection through a variety of activities and workouts. ***Prerequisite:*** none

PAF4O HEALTHY LIVING & PERSONAL & FITNESS ACTIVITIES, GRADE 12 OPEN

Develop strategies/programs which focus on the cardiovascular and muscular systems. Active participation in a variety of developed "daily workouts" that lead to the attainment of personal goals. Investigate topics related to fitness testing/appraisals, exercise prescription, periodized strength training, and nutrition/ergogenic aids. Develop goal setting, communications, and self-reflection through a variety of activities and workouts. ***Prerequisite:*** none

PLF4M RECREATION AND HEALTHY ACTIVE LIVING LEADERSHIP, GRADE 12 UNIVERSITY PREPARATION

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership. **Prerequisite:** Any health and physical education course

PSK4U INTRODUCTORY KINESIOLOGY, GRADE 12 UNIVERSITY PREPARATION

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration. **Prerequisite:** Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

SCIENCE

SNC1D SCIENCE, GRADE 9 ACADEMIC

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 of elements and compounds; the study of the universe and its properties and components; and the principles of electricity. ***Prerequisite:*** none

SNC2D SCIENCE, GRADE 10 ACADEMIC

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter. ***Prerequisite****: SNC1D or SNC1P*

SBI3U BIOLOGY, GRADE 11 UNIVERSITY PREPARATION

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 related to scientific investigation. ***Prerequisite****: SNC2D*

SBI4U BIOLOGY, GRADE 12 UNIVERSITY PREPARATION

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 achievement of detailed

knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. ***Prerequisite****: SBI3U*

SCH3U CHEMISTRY, GRADE 11 UNIVERSITY PREPARATION

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****: SNC2D*

SCH4U CHEMISTRY, GRADE 12 UNIVERSITY PREPARATION

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 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 daily life, and on evaluating the impact of chemical technology on the environment. ***Prerequisite****: SCH3U*

SES4U EARTH AND SPACE SCIENCE, GRADE 12 UNIVERSITY PREPARATION

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****: SNC2D*

SPH3U PHYSICS, GRADE 11 UNIVERSITY PREPARATION

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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. ***Prerequisite****: SNC2D*

SPH4U PHYSICS, GRADE 12 UNIVERSITY PREPARATION

This course enables students to deepen their understanding of the concepts and theories of physics. 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 analyze, 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****: SPH3U*

SOCIAL SCIENCES AND HUMANITIES

HZT4U PHILOSOPHY: QUESTIONS AND THEORIES, GRADE 12 UNIVERSITY PREPARATION

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy:
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

COMMUNICATION TECHNOLOGY

TEJ2O COMPUTER TECHNOLOGY, Grade 10 Open

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology. ***Prerequisite****:* none