



**2020 - 2021  
COURSE CALENDAR**

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September 2020

Dear Parents and Students:

Thank you for your interest in Canadian Independent College. We trust the information in the following pages will provide answers to any questions you have as you embark on becoming a member of the trusted CIC family.

The school endeavors to accept most applications we receive. Applications can be completed online and required documents can be sent securely to the school's email address. If our enrollment numbers have reached maximum capacity, we will put you on the waiting list and inform you of the next possible enrolment date.

No decision on admission will be made before all documents have been received.

We look forward to meeting you soon. If you require further clarification, please do not hesitate to contact the school office.

Yours sincerely,

*Heather Bohez*

Dr. Heather Bohez, B.Sc., N.D.  
Principal

## **CANADIAN INDEPENDENT COLLEGE**

### **Secondary School Calendar 2020 – 2021**

The information contained in this calendar will assist students and parents in planning for the academic program at Canadian Independent College. It is designed to provide parents and students with information regarding course descriptions, outlines and the credit system that leads to the Ontario Secondary School Diploma.

#### **Philosophy and Education Goals**

At Canadian Independent College students strive for academic excellence. Under the guidance of caring, well-qualified teachers and staff, our students are provided a solid academic foundation that will stimulate, challenge and motivate in an environment where they can experience the joy of learning and develop their self-discipline, self-confidence and self-esteem.

Classes offer each student a positive, warm and motivating environment that is abundant with individual attention. Parental support and input are always welcome. Together we encourage and inspire the students to learn, grow, think and reason for themselves, thus preparing them for the challenges they will encounter in high school, post-secondary institutions and their adult life.

CIC places a high value on academic excellence and caring for the whole person. To assist our students as they prepare for admission to University or College, our program is based upon clearly defined goals within a structured environment. We emphasize both academic and personal growth of the students.

It is important for students to experience the success of graduating from high school. It is a requirement for students to remain in school until s/he has reached eighteen years of age or has obtained an Ontario Secondary School Diploma (OSSD). Research from [www.statcan.gc.ca](http://www.statcan.gc.ca) shows that high school graduates will earn \$70.00 more per week than non high school graduates. Canadian Independent College is committed to facilitating a successful secondary school outcome for each student.

#### **School Organization**

Canadian Independent College's school is a tri semester school and summer school. (September-December) (January-March) (April-June) and (July - August). All internet and site-based classes start and end according to our annual calendar. Classes are abundant with individual attention to assist students who wish to excel and reach their personal goals. Canadian Independent College's online platform blends the best of technology and traditional classroom education. As an internet and traditional academic school, we find purpose, passion, and meaning educating young minds.

The physical school timetable is organized into four daily periods with a scheduled lunch break between second and third period.

## **Ontario Secondary School Diploma - What CIC students are here to achieve**

Canadian Independent College has been fortunate to have had so many outstanding young men and women study hard and pass through our doors with their OSSD in hand and go on to excel at universities in Canada and around the world. Your achievement and growth are what motivates us.

There are three components to achieving the OSSD – credits, literacy, and community service. All students beginning in Grade 9 will be required to complete 30 credits of 110 hours each to earn the Ontario Secondary School diploma (OSSD). Eighteen of the 30 credits are compulsory. This program is typically four years in length. In addition, 40 hours of community service are required, and all students are required to pass the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy Course in order to fulfill Ontario Secondary School diploma requirements.

Students are required to remain in school until they are 18 or they obtain the Ontario Secondary School Diploma. This requirement increases young adults' chances of preparing themselves for further learning or the work force.

### **What Does a Student Need to Achieve the Ontario Secondary School Diploma (OSSD)?**

There are three key components to the OSSD:

- 1. 30 CREDITS** – 18 of which are compulsory
- 2. ACHIEVE THE LITERACY COMPONENT** either through a successful attempt on the Ontario Secondary School Literacy Test (OSSLT) or successfully completing the Ontario Literacy course (OLC40)
- 3. 40 HOURS OF COMMUNITY SERVICE**

#### **1. OSSD - 30 CREDITS – 18 COMPULSORY CREDITS REQUIRED**

##### **15 compulsory credits include:**

- 4 credits in English – one credit per grade
- Grade 12 course must be one of ENG4U, ENG4C, ENG4E\*
- 1 credit in French as a Second Language
- 3 credits in Mathematics (at least one in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in Arts
- 1 credit in Physical Education and Health
- .5 credit in Civics
- .5 credit in Career Studies

**3 more compulsory credits include: 1 credit from each of the following groups:**

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***
Group 2	Additional credit in health and physical education, or the arts, or business studies, or French as a second language,** or cooperative education***
Group 3	Additional credit in science (Grade 11 or 12), or technological education, or French as a second language,** or computer studies, or cooperative education***

\* A maximum of three 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 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.

**12 remaining credits:**

**Twelve optional credits** - the 12 optional credits may include up to 4 credits earned through approved dual credit courses

**Substitutions for Compulsory Courses - OSSD**

To meet individual student’s needs, principals may replace up to three of these courses (or the equivalent in half 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 substitutions will be made to promote and enhance student learning or to meet special needs and interests.

**Definition of a Credit**

Canadian Independent College uses the credit system as indicated by the Ontario Ministry of Education. One credit is granted upon the successful completion of a minimum of 110 hours of scheduled and planned learning activities based on curriculum guidelines and expectations. Homework time and “spares” do not constitute scheduled curriculum time. The school principal, on behalf of the Ministry of Education, grants credits upon successful completion of all course requirements.

**Prerequisites**

Some credits must be attained at the Grade 9 level before a student may take corresponding Grade 10, 11 or 12 courses of study, as required by the Ontario Ministry of Education.

## **Waiving of Prerequisites**

At Canadian Independent College, the decision to waive credits is at the discretion of the principal.

- 2. OSSD - ACHIEVE THE LITERACY COMPONENT** either through a successful attempt on the Ontario Secondary School Literacy Test (OSSLT) or successfully completing the Ontario Literacy course (OLC40)

All students who entered grade 9 in the 2000 - 2001 school year, or in any subsequent years must successfully complete the Ontario Secondary School Literacy Test (OSSLT) in order to earn a secondary school diploma. Students will normally be administered the literacy test when they are in grade 10. The test is based on Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including grade 9.

The OSSLT is the standard method for assessing the literacy skills of students in Ontario for the purpose of determining whether students meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these students need additional study.

Students who write the OSSLT but do not succeed have the option of retaking the OSSLT or taking the Ontario Secondary School Literacy Course to successfully complete the literacy requirement for attainment of the Ontario Secondary School Diploma (OSSD). To learn more about the OSSLT please go to: <http://www.eqao.com>

## **Accommodations, Deferrals, and Ontario Secondary School Literacy Course (OSSLC)**

### **Accommodation**

Students who are receiving special education programs and services and who have an Individual Education Plan (IEP) will receive the accommodations set out in their IEP.

### **Deferrals**

Students who may benefit from deferring this test may include students who have been identified as exceptional and students registered in English as a Second Language (ESL)/English Literacy Development (ELD) courses who have not yet acquired the level of proficiency in English required for successfully completing the test. The principal determines if a deferral should be granted and the time period for the deferral.

### **Ontario Secondary School Literacy Course (OSSLC)**

The Ontario Secondary School Literacy Course (OSSLC) has been developed to provide students who have been unsuccessful on the OSSLT with intensive support in achieving the required reading and writing competencies, and with an alternative means of demonstrating their literacy skills. Students who have had the opportunity to take the OSSLT and have failed it are eligible to enroll in the OSSLC. In some cases, if the principal determines that it is in the best educational interests of the student, a student may enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT.

As per page 14 of the OST 2010 manual under the Provincial Secondary Literacy requirement section, an ``X`` must be entered in the ``literacy completed`` box at the bottom of the OST when the student has successfully completed the literacy requirement for the OSSD.

### **3. OSSD - 40 HOURS OF COMMUNITY SERVICE**

Every student who begins secondary school in Ontario will be required to complete 40 hours of community involvement in order to receive a diploma (Students can begin their community service during the summer after they finish Grade 8). The activities are to be completed outside of school time. That is, the activities are to take place in student's designated lunch hours, after school, on weekends, or during school holidays. The purpose of the community involvement requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

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

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

#### **Community Service - Roles and Responsibilities of Canadian Independent College**

The principal of Canadian Independent College is responsible for approving community involvement activities. The school has developed a list of approved community involvement activities along with a list of activities that the Ontario Ministry of Education has stated are ineligible. Canadian Independent College will not approve student participation in any activities that are on the Ministry's list of ineligible activities. Canadian Independent College must ensure that all participating community sponsors have adequate insurance coverage for the student.

#### **Canadian Independent College List of Eligible Activities:**

- working and/or assisting with activities for the elderly (senior citizens)
- working and/or assisting with persons who are physically or mentally challenged
- coaching an athletic team in the community, or assisting with the management of the team
- helping any community organization such as Rotary, Lions, Kiwanis, United Way, Kids Help Phone, Food Banks
- working with the Boy Scouts of Canada or Girl Guides of Canada, Daily Break Food Bank, Children's Aid Society
- volunteer work in any health care setting (hospital)
- working with any community organization recognized as helping make the city a safer or more environmentally sound place
- volunteering time to raise money for recognized charities such as Kid's Help Phone, Canada World Youth, Interim Place, Canadian Cancer Society, Campaign Against Student Poverty, United Ways
- volunteering at the Humane Society or Veterinary Clinic
- volunteering to help in not-for-profit community activity that is approved by the principal

#### **Canadian Independent College and Ontario Ministry of Education's List of Ineligible Activities:**

- is a requirement of a class or course in which the student is enrolled (e.g.: co-operative 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 the age of fifteen years of age
- takes place in a workplace other than a factory, if the student is fourteen years of age and is not accompanied by an adult
- would normally be performed for wages by a person in the workplace
- involves the operation of a vehicle, power tools or scaffolding
- involves the administration of any type of 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 (e.g. daily chores) or personal recreational activities
- involves activities for a court-ordered program (e.g. community service program for young offenders, probationary program)

### **The Ontario Secondary School Certificate (OSSC)**

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

### **OSSC - Substitutions for Compulsory Courses**

To meet individual student’s needs, principals may replace up to three of these courses (or the equivalent in half 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 fourteen for students aiming to earn the Ontario Secondary School Certificate and substitutions will be made to promote and enhance student learning or to meet special needs and interests.

### **The Certificate of Accomplishment**

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

## **Prior Learning Assessment and Recognition (PLAR) Process**

Students in grades 10, 11 and 12 may earn a maximum of three credits through the challenge or equivalency procedures, which provide the student the opportunity to demonstrate knowledge learned in environments outside traditional schools. The decision to allow a PLAR challenge is at the discretion of the principal. Canadian Independent College typically does not offer the PLAR challenge. The equivalency process is determined through assessment of credentials from other jurisdictions.

## **Equivalent Credits**

Regular day school students who transfer to an Ontario secondary school from a school outside Ontario or outside of Canada may be granted equivalent credits through the PLAR equivalency process for regular day school students based on the principal's evaluation of their previous learning. The total number of equivalent credits and the corresponding number of compulsory credits are recorded on the OST.

## **Ontario Student Record (OSR), Ontario Student Transcript (OST)**

The Ministry of Education requires that detailed records of student's results be kept. Student Transcripts are provided to potential employers, colleges, universities or other schools. School policy indicates that every parent or legal guardian and student may have access to the student's OSR and OST. **The parents** of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen). With written permission, from a student 18 years of older, any adult including parents and guardian may access the OSR. Requests for transcripts can be made through the main office.

## **Ontario Student Record (OSR)**

The Ontario Student Record (OSR) 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.

## **Ontario Student Transcript (OST)**

Student achievement and credits earned are recorded on the Ontario Student Transcript (OST) which is the official record for a student. The Ontario Student Transcript (OST) is the official summary of a student's achievement in Ontario secondary credit courses. A current, accurate and complete copy of the OST will be included in the Ontario Student Record.

## **Recording Information on the OST for Grade 9 and 10**

- Withdrawals from Grade 9 and 10 courses are not recorded on the Ontario School Transcript.
- In grade 9, only successfully completed courses are recorded on the OST.
- If a course is repeated in grades 9 and 10, the student's best final evaluation is recorded on the Ontario Student Transcript.

## **Recording Information on the OST for Grade 11 and 12**

- Full disclosure of all course attempts, including course failure in grades 11 and 12 is made on all Ontario Student Transcripts.
- Students who repeat a grade 11 or 12 course that they have previously completed successfully earn only one credit for the course. However, each attempt and the percentage grade obtained is

recorded on the OST, and a “R” is entered in the “credit” column for the courses(s) with the lower percentage grade.

- If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semester or a non-semester 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.
- 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 allow, 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.
- Students who withdraw from credit courses offered through continuing education (night school or summer school) or through distance education, including the Independent Learning Centre also are allowed an equivalent amount of time to withdraw from a course. The principal who oversees the continuing education or distance education program 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. The principal is also responsible for reporting this information to the school that maintains the student’s OSR and OST.
- Students who repeat a grade 11 or 12 course that they have previously completed successfully earn only one credit for the course. However, each attempt and the percentage grade obtained is recorded on the OST, and a “R” is entered in the “credit” column for the courses(s) with the lower percentage grade.
- Where there are extraordinary circumstances relating to a student’s withdrawal from a Grade 11 or 12 course, a student’s poor performance in a successfully completed course, or a student’s failure to complete a course successfully, the special indicator “S” may be entered in the “Note” column on the OST.

### **Special Indicator**

A student’s parents or a student who is an adult (eighteen years of age or over) may request that the principal identify Grade 11 and 12 courses in which the student’s performance was affected by extraordinary circumstances by using a special indicator. If the principal agrees with the student’s or parent’s claim, the special indicator “S” is entered in the “note” column for these courses. However, the student’s percentage grades are also recorded. The special indicator may also be used for courses from which the student has withdrawn because of extraordinary circumstances.

If the principal does not agree with the parent’s or student’s claim that extraordinary circumstances have had a significant effect on the student’s achievement, the parents or the student may request that the appropriate supervisory officer review the matter. (See OSS, section 6.2.2.2 that is available in the school principal’s office).

### **Course Information**

Courses offered are selected to meet the needs of the student. Students and parents will need to make decisions about the student’s future goals in relation to the student’s success in various subject disciplines. The guidance counselor, school director and the principal can assist in this regard.

## **Course Changes**

The school principal must approve all course changes. The change must be completed within the first ten days of school when alternate space is available. Written permission from the student's parents is required unless the student is an adult (18 years of age or older). Students may be required to take a course to satisfy the prerequisites for a course in a higher grade.

## **Curriculum Policy Documents and Course Outlines**

Parents and students have access to curriculum policy documents in the principal's office or online at: The Ontario Ministry of Education Web site <http://www.edu.gov.on.ca/eng/curriculum/secondary/> Course outlines will be provided for all courses at the beginning of each course. The course instructor will also provide assignment and exam schedules as well as significant dates. Parents and students have access to course outlines which are maintained in the principal's office and on the online learning platform.

## Ontario Ministry of Education Course Coding System

The 5-character course codes are designated by the Ontario Ministry of Education. The first three characters indicate the subject discipline of the course letters. The fourth character indicates the Grade level. The last character indicates the type of course. For example, “O” – Open; “D” – Academic; “C” – College, “M” – University/College

<b>SUBJECT DISCIPLINE/ COURSE EXAMPLES</b>	ENGLISH IS ENG WORLD ISSUES IS CGW		CHEMISTRY IS SCH		PHYSICS IS SPH		PHILOSOPHY IS HZT	
<b>GRADE</b>	Grade 9 is written as 1		Grade 10 is written as 2		Grade 11 is written as 3		Grade 12 is written as 4	
<b>TYPE OF COURSE</b>	“O” = Open	“D” = Academic	“C” = College	“U” = University	“M” = University/College		“P” = Applied	“E” = Workplace
<b>EXAMPLE</b>	<b>SUBJECT</b>		<b>GRADE</b>		<b>COURSE TYPE</b>			
ENG1D	ENGLISH		9		ACADMIC			
MCR3U	MATH		11		UNIVERSITY			
BOH4M	BUSINESS		12		COLLEGE/UNIVERSITY			
FSF2O	FRENCH		10		OPEN			

### Course Information for Grade 9 and 10

In grade nine and ten, three types of courses are offered: academic courses, applied courses, and open courses. Canadian Independent College focuses primarily on academic courses and strategically uses open courses for students as needed.

Academic courses emphasize theory and abstract problems. Applied courses focus on practical applications and concrete examples. Both types of courses set high expectations for students while preparing them for studies in the senior grades. Open courses, offered in all secondary grades are designed to prepare students for further studies in certain subjects and to enrich their education generally. Open courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

Grade 9 students at Canadian Independent College are advised to take advantage of the following suggested course selection. Please do note that while we are advising students to take academic courses of study, there are other courses of study available.

### Typical Course Selection for CIC Grade 9 students

CODE	COURSE	PREREQUISITE
ENG1D	English	none
MPM1D	Principles of Mathematics	none
FSF1D OR FSF1O	French	none
CDC1D	Issues in Canadian Geography	none
SNC1D	Science	none
PPL1O	Healthy Active Living Education	none
<b>COMPULSORY ART COURSE OPTIONS:</b>	AVI1O – Visual Arts AMU1O – Music ADA1O – Drama ALC1O – Integrated Arts	none
AVI1O            ALC1O AMU1O ADA1O		
<b>Additional credit suggestions – selected courses will be based on interest and availability</b>		
BBI1O	Introduction to Business	none
BTT1O	Information and Communication Technology in Business	none
TIJ1O	Exploring Technologies	none

### Typical Course Selection for CIC Grade 10 students

CODE	COURSE	PREREQUISITE
ENG2D	English	ENG1D
MPM2D	Principles of Mathematics	MPM1D
CHC2D	Canadian History since WW1	none
CHV2O	Civics and Citizenship	none
GLC2O	Career Studies	none
SNC2D	Science	SNC1D
<b>2 additional credit suggestions – selected courses will be based on interest and availability</b>		
ICS2O	Introduction to Computer Studies	none
TGJ2O	Communications Technology	none
TEJ2O	Computer technology	none
BBI2O	Introduction to Business	none
BTT2O	Information and Communication Technology in Business	none
TGJ2O	Communications Technology	none

## **Course Information for Grade 11 and 12**

Courses offered to prepare students for their postsecondary destinations include:

- U = university preparation courses
- M = university or college preparation courses
- C = college preparation courses (CIC does not typically offer college courses)
- E = workplace preparation courses (CIC does not typically offer workplace courses)
- O = open courses (CIC strategically uses these course types for students. However these courses do NOT count toward the average for acceptance to university or college programs)

### **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 will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of course content but will also include concrete applications. All university preparation courses emphasize the development of independent research skills and independent learning skills.

### **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 knowledge and skills they need to meet the entrance requirements for specific university and college programs. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college courses will emphasize independent research skills and independent learning skills.

### **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. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving skills.

### **Open Courses in Grades 11 and 12**

Open courses in grades 11 and 12 allow students to broaden their knowledge and skill in a particular subject that may or may not be related to their postsecondary goals, but that reflects their interest. These courses are not designed with the specific requirements of university or college programs or the workplace in mind.

### **Workplace Preparation Courses**

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers. Teaching and learning will emphasize workplace applications of the course content.

### **Transfer Courses**

Transfer courses, available in Grades 9, 10, 11, and 12, offer students a means of transferring from one type of course to another if their interests and 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.

The purpose of transfer courses is to enable students who alter their postsecondary plans to transfer from one type of course to another in Grades 9, 10, 11 and 12. Transfer courses are designed to provide the knowledge and skills required to bridge the gap between two courses of different types. In most cases, transfer courses are shorter and more focused than other types of courses, and can be delivered in a variety of ways. These courses will provide partial credits. The credits earned will qualify as optional credits towards the diploma requirements and are designed to adequately prepare students to meet the expectations of a *different type* of course.

### **Independent Study Courses**

If a student wishes to take an Independent Study course, they must approach the principal. Typically, Canadian Independent College does not offer these courses.

### **Cooperative Education and Work Experience**

This practical experience will assist students in making successful transitions to postsecondary education, apprenticeship programs, or directly to the workplace. From one to four weeks, Cooperative Education programs and work experience are designed to assist students to actualize their potential. Canadian Independent College typically does not offer any Cooperative Education programs; however, if any student or parent wishes to engage in this type of program, please speak with the school principal. There are a myriad of opportunities for such programs in Waterloo Region.



## Typical Course Selection for CIC Grade 11 students

<b>SCIENCE STREAM</b>		
<b>CODE</b>	<b>COURSE</b>	<b>PREREQUISITE</b>
ENG3U	English	ENG2D
MCR3U	Functions	MPM2D
SCH3U	Chemistry	SNC2D
SPH3U	Physics	SNC2D
SBI3U	Biology	SNC2D
<b>3 additional credit suggestions – selected courses will be based on interest and availability</b>		
ICS3U	Introduction to Computer Science	none
HZB3M	Philosophy: The Big Questions	none
HSP3U	Introduction to Anthropology, Psychology, and Sociology	none
BAF3M	Financial Accounting Fundamentals	none
CIE3M	The Individual and the Economy	CHC2D OR CHC2P
CHW3M	World History to the End of the Fifteenth Century	CHC2D OR CHC2P
CLU3M	Understanding Canadian Law	CHC2D OR CHC2P
EPS30	Presentation and Speaking Skills	ENG2D OR ENG2P
<b>ART STREAM OR BUSINESS STREAM</b>		
<b>CODE</b>	<b>COURSE</b>	<b>PREREQUISITE</b>
ENG3U	English	ENG2D
MCR3U	Functions	MPM2D
<b>6 additional credit suggestions – selected courses will be based on interest and availability</b>		
ICS3U	Introduction to Computer Science	none
HZB3M	Philosophy: The Big Questions	none
HSP3U	Introduction to Anthropology, Psychology, and Sociology	none
BAF3M	Financial Accounting Fundamentals	none
CIE3M	The Individual and the Economy	CHC2D OR CHC2P
CHW3M	World History to the End of the Fifteenth Century	CHC2D OR CHC2P
CLU3M	Understanding Canadian Law	CHC2D OR CHC2P
EPS30	Presentation and Speaking Skills	ENG2D OR ENG2P

## Typical Course Selection for CIC Grade 12 students – Science Stream

<b>SCIENCE STREAM</b>		
<b>CODE</b>	<b>COURSE</b>	<b>PREREQUISITE</b>
ENG4U	English	ENG3U
MHF4U	Advanced Functions	MCR3U
SCH4U	Chemistry	SCH3U
SPH4U	Physics	SPH3U
<b>4 additional credit suggestions – selected courses will be based on interest and availability</b>		
MCV4U	Calculus and Vectors	MHF4U
MDM4U	Math Data Management	MCR3U
SBI4U	Biology	SBI3U
PSK4U	Introductory Kinesiology	Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education
THJ4M	Green Industries	THJ3E
ICS4U	Computer Science	ICS3U
HZT4U	Philosophy: Questions and Theories	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies
HHS4U	Families in Canada	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies
HSB4U	Challenge and Change in Society	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies
BAT4M	Financial Accounting Principles	BAT3M
BOH4M	Business Leadership: Management Fundamentals	none
BBB4M	International Business Fundamentals	none
CIA4U	Analyzing Current Economic Issues	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies

CHY4U	World History since the Fifteenth Century	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies
CLN4U	Canadian and International Law	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies
EWC4U	Writer's Craft	ENG3U
EPS3O	Presentation and Speaking Skills	ENG2D OR ENG2P
OLC4O	Ontario Secondary School Literacy Course	Have been unsuccessful on OSSLT

### Typical Course Selection for CIC Grade 12 students – Art or Business

<b>ART STREAM OR BUSINESS STREAM</b>		
<b>CODE</b>	<b>COURSE</b>	<b>PREREQUISITE</b>
ENG4U	English	ENG3U
MDM4U	Math Data Management	MCR3U
<b>6 additional credit suggestions – selected courses will be based on interest and availability</b>		
MHF4U	Advanced Functions	MCR3U
MCV4U	Calculus and Vectors	MHF4U
THJ4M	Green Industries	THJ3E
HHS4U	Families in Canada	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies
HSB4U	Challenge and Change in Society	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies
BOH4M	Business Leadership: Management Fundamentals	none
BBB4M	International Business Fundamentals	none
CIA4U	Analyzing Current Economic Issues	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies

CHY4U	World History since the Fifteenth Century	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies
CLN4U	Canadian and International Law	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies
CGW4U	World Issues: A Geographical Analysis	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies
HZT4U	Philosophy: Questions and Theories	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies
EPS3O	Presentation and Speaking Skills	ENG2D OR ENG2P
EWC4U	Writer's Craft	ENG3U
OLC4O	Ontario Secondary School Literacy Course	Have been unsuccessful on OSSLT

### **Assessment, Evaluation and Reporting of Student Achievement at Canadian Independent College**

Canadian Independent College aligns its assessment, evaluation and reporting practices with the Ontario Ministry of Education's directive contained in the Growing Success document

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

The primary purpose of assessment and evaluation is to improve student learning and allows for students to demonstrate their 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 improvement. Teachers engage in 'assessment as learning' by helping all students develop their capacity to be independent, autonomous learners who can set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Information gathered through assessment helps teachers to determine student's strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to student's needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources including: informal and formal observations, discussions, learning conversations, questioning, conferences, and homework, tasks done in groups, portfolios, performances, peer and self-assessments, self-reflections, essays, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work based

on established criteria and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document and in the curriculum policy document for each discipline.

The final grade for each course in Grades 9-12 will be determined as follows:

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

70-79%	Level 3	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard.
60-69%	Level 2	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard.
50-59%	Level 1	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard.
Below 50%		The student has not demonstrated the required knowledge and skills. Extensive remediation is required. Insufficient achievement of curriculum expectations. A credit will not be granted.
I	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)	
W	The student has withdrawn from the course	

***Level 3 (70-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.***

It should be noted that an evaluation of achievement in the 80-100% range (level 4) does not suggest that the student is achieving expectations beyond those specified for the course, but rather that he or she demonstrates a very high to outstanding level of achievement to the specified expectations, and a greater command of the requisite knowledge and skills that a student achieving in the 70-79% range (level 3). A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

### **Procedures for Communication of Student Achievement**

The information on student achievement gathered through assessment and evaluation will be communicated to students and parents at regular intervals and in a variety of informal and formal ways. Parents are welcome to email the principal or guidance counselor with any concerns at any time.

The Canadian Independent School report card, grades 9-12 is the formal instrument used to communicate student achievement to parents, and the Ontario Student Transcript provides the record

of a student’s standing with regard to the Ontario secondary school diploma requirements. Midterm and final report cards are sent out within one week after an examination period ends. Please note that both the original and repeated marks will appear on OUAC and the Ontario Student Transcript (OST).

The Provincial Report Card represents a summary of a teacher’s professional judgements about student achievement of the curriculum expectations and the demonstration of Learning Skills and Work Habits. It gives students descriptive feedback in comments, indicating what they have learned and need to learn, as well as providing guidance to help students improve their learning

On the Report Card, for each course, teachers report on the students’ development of the following six Learning Skills and Work Habits. The development of learning skills and work habits is an integral part of a student’s learning. To the extent possible, learning skills and work habits should not be considered in the determination of a student’s grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits *separately* allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement.

E = Excellent    G = Good    S = Satisfactory    N = Needs Improvement

Responsibility	Organization
<ul style="list-style-type: none"> <li>• Fulfills responsibilities and commitments within the learning environment.</li> <li>• Completes and submits class work, homework, and assignments according to timelines.</li> <li>• Takes responsibility for and manages own behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Devises and follows a plan and process for completing work and tasks.</li> <li>• Establishes priority and manages time to complete tasks and achieve goals.</li> <li>• Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</li> </ul>

<b>Independent Work</b> <ul style="list-style-type: none"> <li>• Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>• Uses class time appropriately to complete tasks.</li> <li>• Follows instructions with minimal supervision.</li> </ul>	<b>Collaboration</b> <ul style="list-style-type: none"> <li>• Accepts various roles and an equitable share of work in a group.</li> <li>• Responds positively to the ideas, opinions, values, and traditions of others.</li> <li>• Builds healthy peer- to – peer relationships through personal and media assisted interactions.</li> <li>• Works with others to resolve conflicts and build consensus to achieve group goals.</li> <li>• Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.</li> </ul>
<b>Initiative</b> <ul style="list-style-type: none"> <li>• Looks for and acts on new ideas and opportunities for learning.</li> <li>• Demonstrates the capacity for innovation and a willingness to take risks.</li> <li>• Demonstrates curiosity and interest in learning.</li> <li>• Approaches new tasks with a positive attitude</li> <li>• Recognizes and advocates appropriately for the rights of self and others</li> </ul>	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>• Sets own individual goals and monitors progress towards achieving them.</li> <li>• Seeks clarification or assistance when needed.</li> <li>• Assesses and reflects critically on own strengths, needs, and interests.</li> <li>• Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>• Perseveres and makes an effort when responding to challenges.</li> </ul>

**Promotion Policy**

Canadian Independent College students maintain high academic standards. This prepares students for admission to their chosen post-secondary educational institution. Students who are promoted and continue in our high school program, are recommended to achieve the following minimum marks in each course of study in order to achieve success in the next level of a course of study:

- a) 60% average for all subjects each year
- b) 60% in each English course offered in the program

## **Code of Behavior and Expectations**

### **General Expectations and Obligations**

As a student at Canadian Independent College, you have the right to be treated with dignity and respect. You are expected to behave responsibly, speak courteously, dress appropriately, and work diligently at all times.

*Canadian Independent College students will:*

1. Attend school regularly.
2. Be on time for school and classes.
3. Apply themselves seriously to their work.
4. Follow general school rules/procedures.
5. Follow specific classroom rules/procedures.
6. Be polite and courteous with each other and staff.
7. Treat school property and equipment with respect.
8. Be respectful of school neighbors and school visitors.
9. Accept reasonable consequences for misbehavior.
10. Conduct him/herself in a manner that will not compromise the safety or wellbeing of others.
11. Demonstrate a positive attitude.
12. To the best of his/her ability, complete all assigned homework on time.

This code of conduct will apply to students going to and from school, while at school, at a school function, or on any school site.

We are committed to an orderly and positive school climate at Canadian Independent College. We believe that such a climate is the basis upon which we have effective teaching and learning. Our code of conduct is an important part of this and describes student behavior expectations and consequences for misbehavior. Any student who is found not following the Canadian Independent College Code of Conduct may be asked to serve an in-school or after-school mindful behavior time. Parents will be notified of any serious incidents and recurring incidents may result in a student's removal from the school. After-school mindful behavior times are served the day of or after they are received.

Canadian Independent College expects everyone to be courteous and respectful, to co-operate and to get along. It is imperative that students understand and co-operate with the school rules to ensure everyone in our school community is provided with a safe, secure environment.

Please note that the school has a policy of zero tolerance on the following and we would ask that you take this opportunity to discuss with your child what actions are unacceptable and the consequences for these actions.

*Actions that are not acceptable are:*

- Swearing.
- Being in possession of or implying being in possession of alcohol or illegal drugs.
- Being under the influence or implying being under the influence of alcohol or illegal drugs.
- Uttering a threat to inflict bodily harm.
- Acts of vandalism to school property.



- Being in possession of or implying being in possession of a weapon including firearms trafficking in drugs or weapons.
- Robbery.
- Assault requiring professional medical treatment, also taunting, teasing, threatening, bullying, and any form of hitting or fighting.
- Acquiring anything through the use of fraud

Canadian Independent College will not tolerate any of these actions and a student who is reported to have been involved in any of the above may be asked to leave the school. Canadian Independent College's anti-bullying program is continually being reinforced.

### **Damage to Property**

Parents of students who lose, damage or destroy any school property will be held accountable and a corresponding fee will be charged to the student's account for the replacement or repair of the property.

### **Tardiness**

Students are expected to be at school and in class on time. It is the student's responsibility to ensure they are punctual.

1. Parents and teachers are responsible for ensuring the students are aware of the importance of being in class on time and that there is a consequence for being late.
2. Students who arrive late to school must go straight to the school office where they sign in.
3. Persistent lateness may result in a meeting between administration and parents to address and resolve the problem.

### **Dress Code Violations**

Students who arrive at school out of uniform will be required to report to the main office. Next step decisions will be made on a case by case basis. Hats are not to be worn inside the school.

### **Attendance**

Attendance is directly related to student success in each course of study. Canadian Independent College believes that students must attend class if they are to be well prepared for University and beyond.

Students are expected to attend all classes. Internet based courses are no different from traditional classroom courses in this regard. Internet based students are subject to the same attendance policy and procedures as traditional students. Attendance in online courses is defined as active participation in the course as described in the individual course syllabus and Ontario Ministry of Education Course Expectations. Internet based courses will, at a minimum, have weekly assignments to record student participation, which can be documented by any or all of the following methods:

- Completion of tests
- Completion/submission of ISU Projects or portfolio
- Submission/completion of assignments
- Participation in Discussion Forums
- Completion of writing assignments with set time and date

Students who fail to maintain active participation in an internet based course as defined in the course syllabus will be processed using the current attendance policy in accordance with the Ontario Ministry of Education 110 hours requirements for credit course.

When a student misses a class, s/he will be expected to make up the time missed. Teachers and the student will consult about how to make up the time and how to assess the skills and knowledge that would have been missed by the student.

The Ministry of Education mandates that an academic credit includes 110 hours of classroom instruction. Students who miss eight or more classes in a course of study may not be able to attain a credit in the course of study. The Administrative Team will meet in order to review the circumstances related to the student and the reasons for absence.

### **Equipment Requirements for the Integration of the Online Learning Platform**

#### **Minimum Computer Requirements: hardware and software**

Our online platform requires students to have at least one of the following: Desktop, Laptop, Tablet, or and Smartphone, – typically a computer or one of the listed learning electronic devices purchased in the last 2-3 years will have sufficient hardware and software resources to allow you to experience and participate in our courses without difficulty. However, the following are recommended:

- a reliable connection to the Internet (high speed with data bundle plan of 3G and above)
- A working sound card and speakers/headphones.
- Microsoft Office 2013 or the latest Version
- Adobe Reader
- Google Chrome
- VLC Media Player

For further information on technical requirements, please contact [info@cicbaden.ca](mailto:info@cicbaden.ca)

#### **Acceptable Use Policy/ Code of Online Conduct**

Canadian Independent College (CIC) provides online systems and resources for use by students, staff, and teachers through online courses, resources, training that includes but not limited to all material that is accessed through any electronic devices or telecommunications network.

All policies, procedures, codes of behavior and rules of CIC apply to those using online systems and resources provided by or on behalf of the CIC. This policy has been prepared to protect the rights and safety of all stakeholders. CIC takes appropriate measures to ensure the security of the facilities and information that may be contained in them. Canadian Independent College reserves the right to monitor the use of online resources and learning tools by all that access the systems.

#### **Individual Safety Rules**

1. Never reveal information about your personal identity (such as your name, address, phone number, age, physical description or school) to strangers whom you may encounter online. Likewise, do not reveal such information in a public online forum where you may not know everyone who might see the information.

2. Never reveal personal information online about someone else unless you have their prior permission and you know the information will not be used for harmful purposes.
3. Never reveal your access password or that of anyone else.
4. Never send a picture of yourself, another person or a group over an electronic network without prior informed permission of all the individuals involved and, in the case of minors, their parents or guardians.
5. Report immediately to a teacher any message or request that you receive that bothers you or that suggests personal contact with you.
6. Never publish the specific dates, times and locations of field trips to people who are not directly entitled to such information or to public forums where unknown persons might access the information.

### **Unacceptable Sites and Materials**

On a global network such as the Internet it is impossible to effectively control the content of the information. On occasion, users of online systems may encounter material that is controversial, and which other users, parents or staff might consider inappropriate or offensive. It is the responsibility of the individual user not to intentionally access such material. If such material is accessed by accident, the incident must be reported immediately to a teacher or appropriate authority. CIC is committed to meeting obligations under the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code by providing safe schools and workplaces that respect the rights of every individual.

Discrimination and harassment will not be tolerated. It is not acceptable to use online systems to knowingly access sites, which contain material of a discriminatory or harassing nature.

### **Users of the CIC Online systems will not knowingly access, upload, download, store, display, distribute or publish any information that:**

1. is illegal or that advocates illegal acts or facilitates unlawful activity;
2. threatens or intimidates any person or suggests violence, hatred or discrimination toward other people;
3. uses inappropriate and/or abusive language or conduct;
4. contains inappropriate religious or political messages;
5. violates or infringes the rights of any other person according to the CIC Board policies, Ministry of Education policies, the Ontario Human Rights Code, or the Canadian Charter of Rights and Freedoms;
6. is racially, culturally or religiously offensive; encourages the use of controlled substances, participation in an illegal act or uses the system to incite criminal actions;
7. is of a defamatory, abusive, obscene, profane, pornographic or sexually explicit nature; contains personal information, images, or signatures of individuals without their prior informed consent;
8. constitutes messages of sexual harassment or which contains inappropriate romantic overtones;
9. solicits any users on behalf of any business or commercial organization without appropriate authorization;
10. supports bulk mail, junk mail or "spamming"; propagates chain letters, or other e-mail debris;
11. attempts to hide, disguise or misrepresent the identity of the sender.

### **CIC Use Guidelines**

All users of CIC online systems will do the following:

1. Keep use of online services within reasonable limits in terms of time and volume of information transferred through the system. Excessive use of the system may disrupt services for all users

(e.g. sending mass mailings of large documents or transferring large files at times of peak system usage).

2. Report to an appropriate authority any harm to the system or to information on the system whether that harm has been caused accidentally or intentionally.

### **Prohibited Uses and Activities**

All users of CIC online systems will not do the following:

1. Copy, download, install or run viruses or other inappropriate or unauthorized materials such as games, files, scripts, fonts, or dynamic link libraries (DLL's) from any source.
2. Cause damage to any computer(s) and/or equipment including, but not limited to computer hardware, furniture, projectors, connectors, keyboards, storage devices (e.g. disk drives), and pointing devices (e.g. mice).
3. Damage or erase files or information belonging to any person without authorization.
4. Use any other person's account on the system.
5. Cause any user to lose access to the system – for example, by disabling accounts or changing passwords without authorization.
6. Open a computer case, move a computer, tamper with computer cables or connections without proper authorization.
7. Attach unauthorized devices to a computer or network. Such devices include but are not limited to portable computers, disk drives, protocol analyzers, and other electronic or mechanical devices. Move, copy, or modify any of the system files or settings on any computer, server or other device without proper authorization.
8. Compromise themselves or others by unauthorized copying of information, work or software belonging to others, encouraging others to abuse the computers or network, displaying, transferring or sharing inappropriate materials. Software pirating and unauthorized copying of material belonging to others is regarded as theft.
9. Copy, transfer or use files, programs or any other information belonging to the CIC for any reason whatever unless the licensing specifically permits such actions.
10. Attempt to subvert the CIC networks by breaching security measures, hacking accessing records without authorization or any other type of disruption.
11. Take the ideas, writings or images of others and present them as if they were yours. Under copyright laws, all information remains the property of the creator(s)/author(s) and therefore permission is required for its use. The use of copyright materials without permission can result in legal action.

### **Consequences for violating CIC Online Policy**

Inappropriate use of online access by students and staff could result in disciplinary action that may include legal action, expulsion, and/or involvement of police.

### **Online Publishing**

Information published on the Internet or Intranet can reach millions of people who are mostly unknown to the original publishers. For this reason, it is important to regulate information that is published through the facilities of the school.

1. The electronic publication of information using the facilities of the CIC is subject to all CIC policies and guidelines.

2. Links from a CIC site to outside sites must be carefully selected and are subject to the same standards of content quality as CIC sites.
3. A means of contacting the publisher of any collection of information (such as a Web site) must be clearly identified on the opening screen of the collection.
4. The information published online must be kept current and accurate with no conscious attempt to mislead the reader.
5. Personal information such as personal addresses, phone numbers, individual or group pictures, or signatures cannot be published without express informed permission according to CIC procedures.
6. For the safety of our students, schools or departments must NOT publish specific dates, times and locations of future field trips or personal information.
7. The appropriate school or staff/ administrator are responsible for ensuring that all work published is original or has been cleared for copyright with the originator and ownership of the copyright is clearly indicated.
8. Advertising on any CIC related electronic publication is subject to the approval of the appropriate supervisory officer.
9. All Web pages posted to the Internet must be linked to the official central site of CIC.
10. All Web pages hosted on the CIC corporate site or paid for by the CIC are considered property of the CIC.

### **Liability**

CIC makes no warranties of any nature or kind, expressed or implied, regarding its online services, or resources, the continued operation of these services, the equipment and facilities used and their capacities, or the suitability, operability and safety of any program or file posted on CIC systems for any intended purpose.

### **Academic and Integrity Policy – Plagiarism, Cheating, Late and Missed Assignments**

Canadian Independent College's Academic Integrity Policy aims to align the school's practices with the Ontario Ministry of Education's Growing Success Document.

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>.

When administrators encounter issues with academic integrity, to determine the next course of action, the grade level and maturity of the student, along with the number and frequency of incidents, and the individual circumstances of the student will be considered. Engaging in any form of academic dishonesty or misconduct to obtain academic credit or advantage of any kind is an offence under this policy. Student's understanding of academic integrity must be complete and lasting and prepare them for future academic success.

**Plagiarism** includes: copying or paraphrasing the work of others without citation; misrepresenting someone else's work as one's own; copying another student's work; translating work from one language to another without citation; using the same piece of work in two separate courses or for two separate assignments.

**Cheating** includes (but is not necessarily limited to): viewing or using tests or examinations without permission of the teacher; bringing and using notes, electronic or online translators, or other unauthorized aids in an evaluation or examination giving unauthorized aid to another student, sharing or allowing another student to copy or use one's test, exam, essay or homework; theft of the test or examination; receiving excessive help with homework, take-home assignments, essays, etc, from a tutor, parent or fellow student.

Students failing to adhere to these standards on examinations will be expelled; those guilty of academic dishonesty on term work or tests are subject to disciplinary action, up to and including expulsion.

## **Roles and Responsibilities**

**Teacher** - If an incident of academic dishonesty is suspected, the teacher will assemble relevant evidence and interview the student. If in the teacher's professional opinion and in consideration of any mitigating factors it is determined by the teacher that the student has a satisfactory explanation, the process stops. If the student has no explanation, has an unsatisfactory explanation and/or denies dishonesty, then the teacher will communicate with the Principal or designate within 24 hours.

**Principal** - The Principal will examine the evidence, interview the student(s) and inform parent(s) as needed of the investigation. Parent(s) will be given notice of the particulars of the case at this point: what is alleged, what the policy is and what the potential outcomes are.

## **Academic Dishonesty**

It is the responsibility of students to be academically honest in all aspects of their schoolwork.

## **Consequences of Academic Dishonesty**

**Examinations:** In all cases, academic dishonesty on an examination (Midterm and Final) may result in expulsion.

**Other Evaluations, Assignments or Tests** The general sanction guidelines that Canadian Independent College will apply in cases of academic dishonesty on work, assignments or tests other than examinations are as follows:

### **Grade 9, 10, and 11**

**First Offence** - The student will initially receive a grade of zero per cent on the test or assignment and then must complete an alternative assignment in order to demonstrate knowledge of the material. The alternative assignment will have a maximum value of up to 50% of the original assignment.

**Repeated Offences** - The student's parent(s) will be informed. The student will receive a grade of zero per cent on the test or assignment and must complete an alternative assignment in order to demonstrate knowledge of the material. The alternative assignment will have a maximum value of up to 50% of the original assignment. The student will receive a one day in-school suspension to be coordinated with the Director of Guidance and the School Director. Such continued conduct may result in further disciplinary action, up to and including expulsion.

## **Grade 12/Pre-University**

**First Offence** - The student will initially receive a grade of zero per cent on the test or assignment and then must complete an alternative assignment to demonstrate knowledge of the material. The alternative assignment will have a maximum value of up to 50% of the original assignment. The student's parents will be informed. The student must also write a letter to the teacher (to be approved by the Principal or designate) and to the parents demonstrating an understanding of the seriousness of cheating and with an assurance that there will be no future academic integrity issues.

**Repeated Offences** - The Principal or designate will meet with the student and notify his/her parent(s). The student will receive a grade of zero per cent on the test or assignment with no opportunity to complete an alternative assignment. The zero percent will not be removed in the calculation of the Final grade. Such continued conduct may result in further disciplinary action, up to and including expulsion.

### **Late and Missed Work Guidelines**

The essence of Canadian Independent College's job is to prepare each student for post-secondary studies and life. The ability to meet deadlines is highly valued as both an employability skill and general life skill. Timelines for submission of assignments are established to encourage students to manage their time effectively and take responsibility for completion of assigned work. Deadlines are also used to allow teachers to effectively deliver curriculum and manage the assessment of the assignments.

It is the student's responsibility to complete tasks on time. If a student requires an extension due to school-related commitments, illness or other circumstance the student must negotiate the extension with his or her subject teacher. Subject teachers will support and assist students by working in collaboration with the principal or designate and arrange for modified assignments and/or due date extensions. In instances where a student has not negotiated an extension and an assignment deadline is missed, homework is incomplete, or a class test is missed, the consequence will be determined on a case to case basis.

### **Teachers should understand:**

1. The due date of an Assessment/Evaluation activity is set at the discretion of the teacher in consultation, where appropriate, with the students.
2. They have an obligation to discuss fully with students, late and missed assignment procedures.
3. Clear guidelines must be provided to students to help them pace their work assignments appropriately.
4. They must work with students to create a culture of responsibility and redemption, where students assume increased responsibility and management of their school assignments.
5. The return of a student assessment and evaluation needs to be timely to provide the students with feedback to promote growth and learning.
6. Be aware that deducting marks for late assignments should be addressed in the Learning Skills section of the provincial report card.
7. Teachers must not lose sight of the primary purpose of assessment, which is to improve student learning and to indicate the level of achievement it demonstrates, not to reward or punish unrelated behaviors. A student who hands in work late does demonstrate poor learning skills; however, the late submission by itself is not related to the student's demonstration of learning based on the curriculum expectations. The teacher's goal is to modify the unsatisfactory



behavior of late assignment submission which may involve a variety of strategies and considerations. If a mark penalty is imposed as one of these strategies, it should not alter the mark to the extent that it distorts the level of achievement that the work demonstrates.

**Students should understand:**

1. all assessment and evaluation activities are due on the assigned date or within the time frame specified by the teacher;
2. teachers have an obligation to evaluate work in a timely fashion. To do this, teachers need multiple sources of evidence upon which to base their judgments for evaluation. Choosing not to complete or submit work jeopardizes whether a teacher can make a valid and reliable judgment about the student's achievement;
3. some deadlines are absolute, i.e., the teacher needs to submit grades for reporting by a given date and cannot reasonably be expected to score a large number of students' late work the night before. Therefore, lateness may result in no mark. In some cases, lateness may require students to demonstrate knowledge and skills within alternate settings;
4. good time management is important to successful achievement;
5. they have a responsibility to work in conjunction with their teacher regarding extenuating circumstances;
6. assistance is available to them when they are not confident about concepts or skills;
7. it is unacceptable to hand in work late unless the teacher has agreed to an alternative date;
8. a record of lateness will be kept and reported as part of the Student's Learning Skills and this will become part of the student's permanent record

**Suggested strategies to respond to Late and Missed Student work:**

The following is a list of suggested strategies that teachers in their professional judgment may use to help prevent and/or address late and missed assignments. They include:

1. Helping students develop better time-management skills;
2. Collaborating with other staff to prepare a part or full-year calendar of major assignment dates for every class;
3. 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;
4. Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
5. Referring to student's IEP for suggested accommodations/modifications;
6. Providing alternative forms of assignments;
7. Encouraging the use of assistive technology. Assisting Students to Complete their Work
8. Asking the student to clarify the reason for not completing the assignment;
9. In secondary schools, referring the student to the Student Success team, or teacher;
10. Taking into consideration legitimate reasons for missed deadlines;
11. Setting up a student contract;
12. Using counseling or peer tutoring to try to deal positively with problems;
13. Holding teacher-student conferences;
14. Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so;



15. be aware that deducting marks for late assignments should be addressed in the Learning Skills section of the provincial report card.

### **Additional Support:**

1. Reviewing the need for extra support for English language learners
2. Reviewing whether students require special education services;
3. Requiring the student to work with a school team to complete the assignment;
4. For First Nation, Métis, and Inuit students, involving Aboriginal counselors and members of the extended family
5. Understanding and considering the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences with the school system.

(From Growing Success p.43)

### **School Support Services**

#### **Library**

The library has internet access and resources available and appropriate web access.

#### **Computers**

There are laptops available for student use in the event of personal computer breakdown. Internet resources are available with appropriate web screening procedures in place.

#### **Tutorial Services**

Tutorial Services are available upon request each evening and on the weekends.

#### **Counselor and Teacher-Advisor Services**

The school director, principal, and guidance counselor are available for students at Canadian Independent College to assist them in determining the appropriate educational plans and career alternatives. Students will be consulted on a regular basis by counselors and are encouraged to use the services, as they feel necessary.

#### **Guidance Services – academic and life counseling**

The goals are:

1. To help the student develop plans to meet educational, personal and career goals.
2. To provide to students and those helping them, information relating to educational, personal and career needs.
3. To make the students aware of the community resources available to them.
4. To assist students in developing internal knowledge that will enable them to deal effectively with the challenges of daily living.
5. To assist students to develop coping mechanisms needed for daily life struggles.
6. To make students aware of their collective responsibility to society and environment.
7. Teach students mindfulness-based practices.

### **Peer Tutorials**

At Canadian Independent College peer tutoring happens naturally and is encouraged. Research shows it is beneficial for both the student giving the tutoring and the student receiving the tutoring if it is done in a respectful and compassionate manner. Students who are mature and have shown a certain level of mastery of course content may volunteer outside of class instruction time to assist a student who is striving to increase their mastery of course content.

### **English Language Learners**

At Canadian Independent College, our diverse population is a good environment for ELL. Generally, the school has on staff at least one individual with ESL certification that provides one on one support.

### **Extracurricular Program**

Students at Canadian Independent College are provided with the opportunity to participate in extracurricular activities, which are not included in the regular academic program. Some activities we would like to offer are listed below. However, their continuance will be subject to interest and enrolment.

### **University and College Applications:**

Canadian Independent College prides itself on our 100% post-secondary placement record. Our students apply to Ontario universities using the OUAC application system and Ontario Colleges using the OCAS application system. As well, students apply directly to universities throughout Canada and the world. School administrators assist students with their university and college application process in a one on one session. This is one of the important practices that sets us apart from other schools.

The application process starts late October and into November. Students are consistently supported throughout the year. For those students who begin their studies in January their application process is started at the beginning of January.

### **Reporting of marks to the Ontario University Application Centre**

Every term, all current courses are listed for each student on the OUAC. When midterm and final marks are completed, they are entered on the OUAC for each student. Once confirmed, future courses are listed.

If a course is repeated, and the grade is improved, the improved grade will be reported on the OUAC. Please note that both the original and repeated marks will appear on OUAC and on the Ontario Student transcript (OST).

## Canadian Independent College Academic Calendar 2020-2021

FALL SEMESTER SEPTEMBER 14th – DECEMBER 16 <sup>th</sup> 66 CLASSES AT 105 MINUTES PER CLASS	
NEW STUDENT ARRIVAL	SEPTEMBER 10-13
PROFESSIONAL DEVELOPMENT DAY	SEPTEMBER 10
Orientation, timetable pick up and first day of classes	SEPTEMBER 14
SCHOOL EXCURSION – NIAGARA FALLS	LATE SEPTEMBER
THANKSGIVING DAY – NO SCHOOL	OCTOBER 12
MIDTERM EXAMS	OCTOBER 19
MIDTERM EXAMS	OCTOBER 20
MIDTERM EXAMS	OCTOBER 21/22
PROFESSIONAL DEVELOPMENT DAY	OCTOBER 23
LAST DAY TO WITHDRAW FROM COURSE (GR. 11 & 12) TO NOT BE RECORDED ON OST	OCTOBER 29
FINAL EXAMS	DECEMBER 11
FINAL EXAMS	DECEMBER 14
FINAL EXAMS	DECEMBER 15/16
FINAL REPORT CARDS SENT HOME	DECEMBER 21
<b>HOLIDAY BREAK DECEMBER 14 – JANUARY 6</b>	
WINTER SEMESTER JANUARY 4th – MARCH 31st 60 CLASSES AT 120 MINUTES PER CLASS	
NEW STUDENT ARRIVAL	JANUARY 1-4
Orientation, timetable pick up and first day of classes	JANUARY 4
MIDTERM EXAMS	FEBRUARY 9
MIDTERM EXAMS	FEBRUARY 10
MIDTERM EXAMS	FEBRUARY 11/12
FAMILY DAY HOLIDAY – NO SCHOOL	FEBRUARY 15
LAST DAY TO WITHDRAW FROM COURSE (GR. 11 & 12) TO NOT BE RECORDED ON OST	FEBRUARY 19
PROFESSIONAL DEVELOPMENT DAY – NO SCHOOL	MARCH 19
FINAL EXAMS	MARCH 25
FINAL EXAMS	MARCH 26
FINAL EXAMS	MARCH 29/30
FINAL REPORT CARDS SENT HOME	APRIL 6
SPRING SEMESTER APRIL 6th – JUNE 25 <sup>th</sup> 56 CLASSES AT 120 MINUTES PER CLASS	
NEW STUDENT ARRIVAL	MARCH 31- APRIL 6
Orientation, timetable pick up and first day of classes	APRIL 6
ONTARIO SCEONDRARY SCHOOL LITERACY TEST	APRIL 8
GOOD FRIDAY – NO SCHOOL	APRIL 2
EASTER MONDAY – NO SCHOOL	APRIL 5
MIDTERM EXAMS	MAY 11
MIDTERM EXAMS	MAY 12
MIDTERM EXAMS	MAY 13/14
VICTORIA DAY HOLIDAY – NO SCHOOL	MAY 24
LAST DAY TO WITHDRAW FROM COURSE (GR. 11 AND 12) AND NOT BE RECORDED ON OST	MAY 21
SCHOOL EXCURSION	EARLY JUNE
FINAL EXAMS	JUNE 18
FINAL EXAMS	JUNE 21
FINAL EXAMS	JUNE 22
FINAL EXAMS	JUNE 23
PROFESSIONAL DEVELOPMENT DAY	JUNE 24
GRADUATION	JUNE 25
FINAL REPORT CARDS SENT HOME	JULY 3
<b>ONTARIO SECONDARY SCHOOL LITERACY COURSE JULY 2 – JULY 23 16 CLASSES AT 420 MINUTES PER CLASS</b>	
<b>SUMMER SEMESTER JULY 2 – AUGUST 17th 32 CLASSES AT 210 MINUTES PER CLASS</b>	
MIDTERM EXAM REGULAR COURSES	JULY 23
FINAL EXAM – LITERACY COURSE	JULY 23
MIDTERM REPORT CARDS GO HOME	JULY 29
FINAL EXAM – REGULAR COURSES	AUGUST 17
FINAL REPORT CARDS GO HOME	AUGUST 24

## Course Descriptions

Courses with \*\*\* beside them indicate they will likely be offered in the 2019 – 2020 academic year. Courses without \*\*\* are only offered if there is sufficient interest and enrolment.

### Grade 9

#### \*\*\*Grade 9 English (Academic)

ENG1D

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 analyse 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**

#### \*\*\*Grade 9 Core French (Open)

FSF1O

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**

#### \*\*\*Grade 9 Principles of Mathematics (Academic)

MPM1D

This course enables students to develop an understanding of mathematical concepts related to algebra, analytical 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 three dimensional figures and two dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi step problems.

**Prerequisite: None**

#### \*\*\*Grade 9 Science (Academic)

SNC1D

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity. **Prerequisite: None**

**\*\*\*Grade 9 Issues in Canadian Geography (Academic)**

**CGC1D**

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**

**\*\*\*Grade 9 Healthy Active Living Education (co-ed)**

**PPL1O**

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

**Prerequisite: None**

**\*\*\*Grade 9 Information and Communication Technology in Business, (Open)**

**BTT1O**

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

**Prerequisite: None**

**Grade 9 Visual Arts, (Open)**

**AVI1O**

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**

**Grade 9 Dramatic Arts (Open)**

**ADA1O**

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

**Prerequisite: None**

**\*\*\*Grade 9 Integrated Arts (Open)**

**ALC10**

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges. Prerequisite: None

**\*\*\*Grade 9 Introduction to Business (Open)**

**BBI10**

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**

**Grade 10**

**\*\*\*Grade 10 English (Academic)**

**ENG2D**

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

**Prerequisite: English Academic or Applied, grade 9 ENG1D or ENG1P**

**Grade 10 Core French (Academic)**

**FSF20**

This course provides opportunities for students to speak French in guided and structured interactive settings. Students will communicate about matters of personal interest and familiar topics through listening, speaking, reading, and writing in real-life situations, using print, oral, visual, and electronic texts. Students will develop a general understanding and appreciation of diverse French-speaking communities, as well as skills necessary for lifelong language learning.

**Prerequisite: Core French Open, Grade 9**

**\*\*\*Grade 10 Principles of Mathematics (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 analytical 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: Principles of Mathematics Academic MPM1D or Foundations of Mathematics Applied MFP1P**

**\*\*\*Grade 10 Canadian History Since World War 1 (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**

**\*\*\*Grade 10 Science (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 Academic or Applied SNC1D or SNC1P**

**\*\*\*Grade 10 Civics and Citizenship, (Open)**

**CHV2O**

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

**Prerequisite: None**

**\*\*\*Grade 10 Career Studies (Open) (half credit)**

**GLC2O**

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school. Prerequisite: None

**Prerequisite: None**

**\*\*\*Grade 10 Healthy and Active Living (Open)**

**PPL2O**

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

**Prerequisite: None**

**Grade 9 or 10 Exploring Family Studies (Open)**

**HIF10/2O**

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

**Prerequisite: None**

**Grade 10 Communications Technology (Open)**

**TGJ2O**

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

**Prerequisite: None**

**\*\*\*Grade 10 Introduction to Business (Open)**

**BBI2O**

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, 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**



*Grade 10 Introduction to Computer Studies (Open)*

**ICS20**

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**

**Grade 11**

*\*\*\*Grade 11 English (University Preparation)*

**ENG3U**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze 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 ENG2D**

*Grade 11 Presentation and Speaking Skills (Open)*

**EPS30**

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyze the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.

**Prerequisite: English, Grade 10, Academic or Applied**

*\*\*\*Grade 11 Media Studies (Open)*

**EMS30**

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analyzing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

**Prerequisite: English, Grade 10, Academic or Applied**

**\*\*\*Grade 11 Functions (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 MPM2D**

**Grade 11 Functions and Applications (University/College Preparation)**

**MCF3M**

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 MPM2D**

**\*\*Grade 11 Understanding Canadian Law (University/College Preparation)**

**CLU3M**

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

**Prerequisite: Canadian World History since World War 1, Grade 10 Academic or Applied**

**\*\*\*Grade 11 Biology (University Preparation)**

**SBI3U**

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

**Prerequisite: Science, Grade 10 Academic SNC2D**

**\*\*\*Grade 11 Chemistry (University Preparation)**

**SCH3U**

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behavior 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 SNC2D**

**\*\*\*Grade 11 Physics (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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

**Prerequisite: Science, Grade 10 Academic SNC2D**

**\*\*\*Grade 11 Financial Accounting Fundamentals (University/College Preparation)**

**BAF3M**

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

**Prerequisite: None**

**Grade 11 Visual Arts (University/College Preparation)**

**AVI3M**

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

**Prerequisite: Grade 9 or 10 Visual Arts, Open**

**Grade 11 Healthy and Active Living Education (Open)**

**PPL3O**

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

**Prerequisite: None**

*Grade 11 Introduction to Anthropology, Psychology and Sociology (University Preparation)* **HSP3U**

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

**Prerequisite: The Grade 10 *academic* course in English or the Grade 10 *academic* history course (Canadian and world studies).**

*Grade 11 Introduction to Computer Science (University Preparation)* **ICS3U**

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

**Prerequisite: None**

**Grade 12**

*\*\*\*Grade 12 English (University Preparation)* **ENG4U**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will 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 ENG3U**

*Grade 12 The Writers Craft (University Preparation)* **EWC4U**

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze 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: English, Grade 11 ENG3U**

**\*\*\*Grade 12 Calculus and Vectors (University Preparation)**

**MCV4U**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, 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: Functions MHF4U**

**Note: The new Advanced Functions can be taken concurrently with or can precede Calculus and Vectors.**

**\*\*\*Grade 12 Advanced Functions (University Preparation)**

**MHF4U**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; 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: Functions and Applications, Grade 11 MCF3M or Mathematics for College Technology MCT4C**

**\*\*\*Grade 12 Mathematics of Data Management (University Preparation)**

**MDM4U**

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing 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 courses in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

**Prerequisite: Functions, Grade 11 MCR3U or Functions and Applications, Grade 11 MCF3M**

**\*\*\*Grade 12 Principles of Financial Accounting (University/College Preparation)**

**BAT4M**

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

**Prerequisite: Financial Accounting Fundamentals, Grade 11 BAF3M**

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

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze 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**

*Grade 12 World History since the Fifteenth Century (University Preparation)* **CHY4U**

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

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

*\*\*\*Grade 12 World Issues: A Geographic Analysis (University Preparation)* **CGW4U**

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world.

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

*\*\*\*Grade 12 Analyzing Current Economic Issues (University Preparation)* **CIA4U**

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

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

**\*\*\*Grade 12 Canadian and International Law (University Preparation)**

**CLN4U**

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

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

**\*\*\*Grade 12 Philosophy (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**

**\*\*\*Grade 12 Challenge and Change in Society (University Preparation)**

**HSB4U**

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

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

**\*\*\*Grade 12 Families in Canada (University Preparation)**

**HHS4U**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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



**\*\*\*Grade 12 Biology (University Preparation)**

**SBI4U**

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

**Prerequisite: Biology, Grade 11 Academic SBI3U**

**\*\*\*Grade 12 Chemistry (University Preparation)**

**SCH4U**

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

**Prerequisite: Chemistry, grade 11 Academic SCH3U**

**\*\*\*Grade 12 Physics (University Preparation)**

**SPH4U**

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations and will investigate electrical, gravitational, and magnetic fields, electromagnetic radiation and the interface between energy and matter. They will further develop inquiry skills, learning; for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics.

**Prerequisite: Physics, Grade 11, academic SPH3U**

**Grade 12 Computer Science (university Preparation)**

**ICS4U**

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

**Prerequisite: Introduction to Computer Science ICS3U**

**Grade 12 Exercise Science (University Preparation)**

**PSK4U**

This course focuses on the study of human movement and of systems, factor 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 sports and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation and sports administration.

**Prerequisite: Any grade 11 university or university/college preparation course in Science or any grade 11 or 12 open course in Health and Physical Education**



*Grade 12 Advanced Learning Strategies: Skills for Success after Secondary School (Open)* **GSL4O**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze 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: Grade 10 Career Studies**

*Grade 12 Visual Arts (University/College Preparation)* **AVI4M**

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

**Prerequisite: Visual Arts, Grade 11, AVI3M**

*\*\*\*Grade 12 Green Industries (University/College Preparation)* **THJ4M**

This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level.

**Prerequisite: Green Industries, Grade 11**

*\*\*\*Grade 12 Ontario Secondary School Literacy Course* **OLC4O**

This Ontario Secondary School Literacy Course is a full credit grade 12 course that will be offered as part of the English program. It has been developed to provide students who have been unsuccessful on the Ontario Secondary School Literacy test with intensive support in achieving the required reading and writing competencies, and with an alternative means of demonstrating their literacy skills. Students who successfully complete this course will have met the provincial literacy requirement or graduation and will earn one credit.

This course of study fulfils the requirement of one of the four compulsory English credits.

## **English as a Second Language**

**ESL Level 1, Open** **ESLAO**

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

English as a Second Language, ESL Level 2, Open

**ESLBO**

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

English as a Second Language ESL Level 3, Open

**ESLCO**

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

English as a Second Language, ESL Level 4, Open

**ESLDO**

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

**Prerequisite: ESL Level 3 or Equivalent**

English as a Second Language, ESL Level 5, Open

**ESLEO**

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

**Prerequisite: ESL Level 4 or Equivalent**