SOC
Online Academy

School Course Calendar

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THE GOALS AND PHILOSOPHY OF SOC ONLINE ACADEMY (SOCOA)

SOC Online Academy is an educational institution dedicated to learning, intellectual inquiry and scholastic development.   The school is founded on the principle of mutual respect for the rights of others.

SOC Online Academy is committed to the preparation of ambitious young men and women of all races, creeds, and nationalities for studies leading to further education and employment. It is the goal of our staff to equip students with the resources they will need to lead satisfying and productive lives. SOCOA endeavors through quality online programming to support each student develop self-management skills in addition to academic achievement.

Our students come from diverse cultural backgrounds. SOCOA seeks to ensure that each student is equipped to meet the demands of our 21st century global community, facilitating learning and achievement through use of technology and the best remote learning opportunities. Our staff and students embrace their intellectual pursuits as the foundation for life-long learning.

THE IMPORTANCE OF COMPLETING A SECONDARY EDUCATION AND SOCOA'S COMMITMENT TO HELPING STUDENTS ACHIEVE SUCH AN OUTCOME

The Ontario Ministry of Education asserts in "Achieving Excellence: A Renewed Vision for Education in Ontario", that "vibrant communities and a prosperous society are built on the foundation of a strong education system" (1).   SOC Online Academy strives to develop secondary school graduates who are not only successful at secondary school but who have learned the independent skills to succeed at post-secondary school and indeed at life.

SOCOA's goal is to ensure that students are successful on all of these levels and will successfully proceed to post-secondary education and become engaged and economically productive.   Such productivity only results from technological engagement.   As is the case with the mission statement of the Ontario Ministry of Education, SOCOA strives to provide success for all learners, and is committed to providing the life lessons that will result in the success of every student.

To ensure optimal student success, education must be a consistent process, requiring continuous and active participation in the learning environment.   Students must be able to investigate, analyze, synthesize, generalize and make intuitive leaps in the pursuit of knowledge. Regular attendance online is, therefore, absolutely critical for the students learning and achievement of course expectations.

SOC Online Academy presents an opportunity for students to register for a course or courses at any time during the academic year. Once registered, students' learning is guided and supported by their teacher(s), with assessments scheduled according to student progress. For a more definitive schedule of actual dates, please visit SOCOA's web-site www.soconlineacademy.com.

Timetables and school calendars are also available on this website. Parents may request on-going progress reports throughout the term. Students' mid-term marks and final marks are available and can be accessed using the PIN that will be assigned to each parent upon registration of their wards.

MINIMUM HARDWARE AND SOFTWARE REQUIREMENTS TO ACCESS CONTENT

In order to be able to access course content, student equipment must meet these expectations.

Desktop requirements:

Screen size: 800x600 and higher
- Operating Systems
  - Windows 8.1 and newer
  - Mac OSX 10.6 and newer
  - Linux – chrome OS
- 5 years old or newer computer recommended
- RAM: 1GB or higher
- CPU: 2GHZ or higher
- Internet speed: 512 kbps or higher
- Web Browsers: Google Chrome, Firefox

Mobile requirements:
- iOS 7 and newer
- Android 4.2 and newer

STUDENTS MUST REMAIN IN SECONDARY SCHOOL UNTIL THEY HAVE REACHED 18 YEARS OLD OR OBTAINED AN ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

Bill 52 was enacted into law on December 20, 2006, as "An Act to amend the Education Act respecting pupil learning to the age of 18 and equivalent learning". It introduced the requirement that students must stay in school until the age of 18, stating: every person who attains the age of six years on or before the first school day in September in any year shall attend an elementary or secondary school on every school day from the first day in September in that year until the person attains the age of 18 years; and every person who

attains the age of six years after the first school day in September in any year shall attend an elementary or secondary school on every school day from the first day of school in September in the next succeeding year until the last school day in June in the year in which the person attains the age of 18 years.

ATTENDANCE POLICY

Regular attendance and participation online is a key component of the learning process and evaluation of student achievement in courses offered at SOC Online Academy. Students must log in at least 3 times per week. In order for students to achieve success, they must be log in and complete tasks regularly. Instructors, aware of students' personal circumstances, will accommodate them appropriately, judiciously, and fairly in cases of absenteeism.

Attendance is required unless the student is medically unable to attend or unless the Principal has, in advance, excused attendance on other medical or compassionate grounds. Even if the student is medically unable to attend a doctor's certificate must be produced to the Principal where that inability to attend extends to three or more consecutive academic days.

In any event, where, in the Principal's judgment, irregular online attendance is jeopardizing the successful completion of a course of study, then the Principal will communicate with the student, parents and guardians in order to fully explain the consequences of continued irregular attendance, and to offer alternatives that could be considered to promote a change in behavior that would contribute to a successful program of learning.

STUDENT'S RESPONSIBILITY FOR OBTAINING A CREDIT

Students at SOC Online Academy have a number of responsibilities in order to obtain a credit. Students must;

- Log in regularly to course.
- Complete all assignments as requested by teachers.
  Students will be shown every consideration for extenuating circumstances which preclude completing work as assigned. Nonetheless, as a general rule, all work must be submitted as assigned.
- Submit all assignments on time.
- Complete all tests.
- Complete a summative assignment worth 30% of the final mark
- Obtain a minimum of 50% in any given course.
  All student achievements are recorded on the reports in percentages.

STUDENT CODE OF CONDUCT

SOC Online Academy adopts a policy of zero tolerance to any violations of the student code of conduct. Infractions will result in immediate suspension and/or expulsion.

STUDENTS RIGHTS AND RESPONSIBILITIES

The Student Code of Conduct explains the expectations that SOC Online Academy has of its scholars. Some instructors at the school have developed more specific rules and regulations designed to meet scholarly integrity. It is the responsibility of each instructor to make students aware of these expectations. It is the responsibility of each student to adhere to the Student Code of Conduct as well as any additional rules and regulations developed by individual instructors.

The Code of Conduct contains regulations which outline the limits of conduct considered to be consonant with the goals and well-being of SOCOA Online Academy.

EDUCATION STATUTES AND REGULATIONS OF ONTARIO 2018 STATE:

301. (1) **Provincial code of conduct** – The Minister may establish a code of conduct governing the behaviour of all students in schools.

    (2) **Purposes** – The following are the purposes of the code of conduct:
    1. to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
    2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
    3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
    4. To encourage the use of non-violent means to resolve conflict.
    5. To promote the safety of people in the schools.
    6. To discourage the use of cannabis, alcohol and illegal drugs.
    7. To prevent bullying in schools.

SOC STAFF AND STUDENTS WILL:

1. Respect and comply with all applicable federal, provincial, and municipal laws
2. Demonstrate honesty and integrity
3. Respect differences in people, their ideas, and their opinions
4. Treat one another with dignity and respect at all times, and especially when there is a disagreement.

5. Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or ability.
6. Respect the rights of others.
7. Show proper care and regard for school property and the property of others.
8. Take appropriate measures to help those in need.
9. Seek assistance from a member of the school staff to resolve conflict peacefully.
10. Respect all members of the school community
11. Respect the needs of others to work in an environment that is conducive to learning and teaching.

SAFETY

ALL MEMBERS OF SOC COMMUNITY MUST NOT:

1. Engage in any bullying behaviours including cyber bullying
2. Commit sexual assault
3. Traffic weapon or illegal drugs
4. Give drugs to a minor
5. Commit theft or robbery (theft with violence)
6. Be in possession of any weapon, including firearms
7. Utter a threat or use any object to threaten or intimidate another person
8. Cause injury to any person with an object
9. Be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs
10. Inflict or encourage others to inflict mental or bodily harm on another person
11. Engage in propaganda and other forms of behaviour motivated by hate or bias
12. Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

SOC Online Academy regards and treats students as responsible individuals who are free to organize their own lives, behaviour and associations, subject to Canadian laws and to the regulations of SOCOA Online Academy. These laws and regulations exist to ensure the rights of all students and staff at SOC Online Academy. With respect to students, these rights and the responsibilities which accompany them, include, but are not limited to, the following.

1. Students retain all ordinary rights as a citizen but, as students they continue to have the RESPONSIBILITY to abide by all Federal, Provincial and Municipal laws and regulations in addition to the Academy's own policies.
2. Students have the right to participate unhindered in the academic, intellectual, cultural and social life of SOC Online Academy.   They have the responsibility to respect the rights of others to the same participation by refraining from actions that threaten or disrupt classes, meetings, events or other academic activities or that prevent others from freely expressing their views.
3. All students have the right to the safety and security of their own well-being in an environment free from harassment, intimidation, discrimination or assault.   Students have the responsibility to treat others with respect and to refrain from acts of harassment, intimidation, discrimination or assault.
4. Students have the right to safety and security of personal property.   Students have the responsibility to refrain from acts of theft, willful destruction or vandalism of the property of others.
5. Students have the right, subject to their compliance with SOC Online Academy's policies and rules, to the free and peaceful use of School property, grounds and facilities for all legitimate purposes.   They have the responsibility to respect and maintain the integrity of such property, grounds and facilities so they may be equally available to others.
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STUDENT CONDUCT

1. All students are expected to maintain a high standard of conduct based on the Statement of Student Rights and Responsibilities and appropriate to a community of scholarship and learning.
2. Students are expected to be individually responsible for their actions.
3. The use of physical violence is contrary to the aims of SOC Online Academy.   Any form of assault, harassment, intimidation and/or threats of violence is strictly prohibited and may also be referred to civil authorities.
4. No person shall verbally or physically assault another person, threaten another person with bodily harm or knowingly cause another person to fear bodily harm.
5. No personal shall knowingly create a condition that endangers the health, safety or well-being of another person.
6. No person shall threaten any other person with damage to such person's property or knowingly cause any other person to fear damage to her or his property.

ALCOHOL ABUSE AND ILLEGAL DRUGS

1. Policies and regulations on the consumption and possession of liquor are defined by the Ontario Liquor License Act and apply to SOC Online Academy.
2. Federal laws with respect to drugs apply at SOC Online Academy. The possession, use or selling of illegal drugs is strictly prohibited.   Such flagrant defiance of the code of conduct will result in immediate expulsion.

TAMPERING WITH FIRE AND EMERGENCY EQUIPMENT

It is a criminal offense to tamper with emergency fire protection (fire bells, fire extinguishers, etc.) to set unauthorized fires or to raise a false alarm.   Fire and smoke doors on corridors or stairways shall not be blocked or wedged open.   Any such conduct is strictly prohibited.

FIREARMS

It is an offense to keep firearms and weapons anywhere within the confines of SOC Online Academy.

SMOKING IN DESIGNATED AREAS

SOC Online Academy is working toward a smoke-free environment and has implemented a No Smoking Policy in compliance with the city ordinance.   Smoking is prohibited on all school property.

ANTI-DISCRIMINATION POLICY

Discrimination and harassment are prohibited at SOC Online Academy.   We view discrimination and harassment as serious human rights issues.   Discrimination and harassment are demeaning to human dignity and are unacceptable in SOC Online Academy's healthy work environment.   Discrimination and harassment will not be tolerated against any member of the school's community, teachers, staff and students alike.

SOC Online Academy affirms the right of every member of its constituency to live, study and work in an environment that is free from discrimination and harassment.   Discrimination and harassment are incompatible with SOC Online Academy's high standard of professional ethics and with behaviour appropriate to such an institution of learning.

DEFINITION OF SEXUAL HARASSMENT

Sexual harassment is defined as comment or conduct of a sexual nature directed at an individual or group by another individual or group of the same or opposite sex where it is known, or ought to reasonably be known, that this attention is unwanted.   In this context sexual harassment includes but is not limited to:

- sexual assault
- Any reward or promise of reward, whether explicit or implicit for complying with a sexual solicitation or advance.
- Any reprisal or threat of reprisal, whether explicit or implicit, for refusing to comply with any sexual solicitation or advance.
- any harassing behaviour of a sexual nature, verbal or non-verbal, directed at one or more individuals or groups, that creates an intimidating, hostile or offensive environment or interferes with academic or work performance, in a manner that exceeds the bounds of freedom of expression and academic freedom
- discriminatory action based on sexual stereotyping
- Other harassing behaviours of a sexual nature, whether verbal or non-verbal. The following list of examples, while not exhaustive, may constitute sexual harassment depending on the context in which the incident takes place, the frequency and the severity of the incident and whether it is known, or ought reasonably to have been known, that the conduct was unwanted: an unwanted sexual solicitation or advance, sexist jokes causing embarrassment or offense, leering, the display of sexually offensive material, sexually degrading words used to describe an individual, derogatory or degrading remarks directed towards members of one sex or of one sexual orientation, sexually suggestive comments or gestures, inquiries or comments about a person's sex life, repeated offensive sexual flirtations, advance, propositions, demands for sexual favors, unwanted touching or patting, verbal abuse of threats of a sexual nature.

STATEMENT OF PRINCIPLES

1. Sexual harassment is prohibited at SOC Online Academy.   Sexual harassment is demeaning to human dignity and is unacceptable in a healthy work environment and one in which scholarly pursuit may flourish.   SOC Online Academy will not tolerate the sexual harassment of any member of the Collegiate and will strive through education and deference to create an environment free from such behaviour on its premises.

2. SOC Online Academy affirms the right of every member of its school to live, study and work in an environment which is free from sexual harassment.   Behaviour constituting sexual harassment as defined is incompatible with the standards professional ethics and with behaviour appropriate to an institution of learning.

3. SOC Online Academy will maintain an environment in which students and teaching and non teaching staff can engage in free inquiry and open discussion of all issues.   An academic and free community must also include freedom of movement and freedom of access to facilities and resources without fear of harassment, discrimination or violence.

4. Sexual harassment is a serious human rights issue.   It can be exacerbated by discrimination on other grounds such as disability, race, religion, ethnic origin or sexual orientation.

5. SOC Online Academy recognizes its legal and moral responsibility to protect all its members from sexual harassment and to take action if such harassment does occur.

ACADEMIC INTEGRITY POLICY

LATE AND MISSED ASSIGNMENTS

1. Each student has the responsibility to log in regularly for all courses. Students must provide evidence of their learning within the established timelines.   Due dates for assignments and scheduling of tests and exams are communicated well in advance.
2. If a student is unable to meet the timelines, the student must communicate with the teacher to make alternative arrangements.   A student who does not complete the required examination or other summative performance task must communicate with the principal and subject teacher to discuss the consequences based on the student's circumstances. If a student does not communicate with the teacher or the principal, the student will be disqualified from the assessment.

ACADEMIC HONESTY

All assessment of student learning is based on the premise that the work is an honest reflection of the student's achievement.

1. Copying or other forms of cheating on assignments, test, exams, will disqualify the student from the assessment.
2. Use of an electronic device such as telephone, android, or computer for any purpose other than researching, completing and submitting their own work without external assistance will disqualify the student from the assessment.
3. Assignments that are purchased or copied from any source will not be evaluated.

PLAGIARISM

Plagiarism is the use of words, ideas or images without giving appropriate credit to the original creator.   Plagiarism is a form of cheating.
The subject teacher will establish that students have been taught the protocol and standards for the citing of sources for the subject area.

1. First Offence: The teacher will review the process of citing work to ensure the student understands of what is academically required.
2. Second Offence: The student will be given an alternative assignment.
3. Third Offence: The student will be disqualified from the assessment.
4. This policy will be reviewed annually.

ONTARIO SECONDARY SCHOOL DIPLOMA

Students entering SOCOA Online Academy will comply with the policies and requirements that are set out in the *Ontario Secondary Schools, Grades 9-12: Program and Diploma Requirements, 1999* and/or *Education Policy and Program Update to April 30, 2010.*

WHAT DO YOU NEED TO GRADUATE FROM HIGH SCHOOL?

18 compulsory credits

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

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

Plus one credit from each of the following groups:

1	**Group 1:** • English or French as a 2nd language** • a Native language • a classical or international language • Sociial sciences and the humanities • Canadian and world studies • guidance and career education • cooperative education***
1	**Group 2:** • health and physical education • the arts • business studies • French as a second language** • cooperative education***
1	**Group 3:** • science (Grade 11 or 12) • technological education • French as a second language** • computer studies • cooperative education***

In addition, students must complete:
12 optional credits†

✓	40 hours of community involvement activities
✓	the provincial literacy requirement

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

** 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.

ONTARIO SECONDARY SCHOOL LITERACY TEST

All students must meet the literacy graduation requirement. Most students meet the requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT). Normally students take this test when they are in grade 10. The test serves both determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation.

Students who are working towards an Ontario Secondary School Diploma and who do not successfully complete the Ontario Secondary School Literacy Test will have the opportunities to retake the test or to successfully complete the Ontario Secondary School Literacy Course online. This course has been developed to provide students who have been eligible to write the test but have been unsuccessful an alternative means of demonstrating their literacy skills. Students who successfully complete this course will have met the provincial literacy requirement for graduation and will earn one credit.

A curriculum policy document outlining the requirements for the Ontario Secondary School Literacy Course (OLC 4O) was released in 2003. Students who had had two opportunities to take the OSSLT and had failed it at least once were eligible to enroll in OLC4O.

Revisions to this document in 2004 granted principals the discretion to allow a student to enroll in the OLC4O before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student. Further revisions in August 2009 stipulate that mature students may enroll in the OLC4O without having attempted and failed the OSSLT; clarify that the credit earned for successfully completing the OLC4O may be used to meet the Grade 11 (OLC3O) or the Grade 12 (OLC40) compulsory credit requirement in English; OLC4O may be used as a substitution to meet requirements for compulsory credits.

Accommodations: The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan have a fair and equal opportunity to successfully complete the secondary school literacy test. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

Deferrals: Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a second language

who have not yet acquired the level of proficiency in English required for successfully completing the test.   The principal will make the decision and/or initiate consideration of a deferral.

Exemptions: Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal be exempted from participating in the secondary school literacy test.

MANDATORY FORTY HOURS OF COMMUNITY INVOLVEMENT

Completion of forty hours of community involvement activities at any time during their years in the secondary school program is mandatory for the Ontario Secondary School Diploma. Community involvement activities may take place in a variety of settings: not-for profit organizations, public sector institutions and informal settings.

SOCOA Online Academy will assist students in selection and placement in order to complete this valuable piece of academic training.   This requirement is to be completed outside students' normal instructional hours with appropriate documentation (prior approval in writing) and documented and confirmed supervision.   Forms will be distributed at enrollment.

**Community involvement activities may not begin before enrolment.

INELIGIBLE ACTIVITIES

The Ministry of Education and Training has developed the following list of activities that may not be chosen as involvement activities.   An ineligible activity is an activity that:
- Is a requirement of a class or course in which student is enrolled
- Takes place during the time allotted for the instructional program on a school day. Students' lunch breaks or spare periods are permitted for an eligible activity.
- Takes place in a logging or mining environment, if the student is under sixteen years of age;
- Takes place in a factory, if the student is under fifteen years of age;
- Takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- Would normally be performed for wages by a person in the workplace;
  - Involves the operation of a vehicle, power tools, or scaffolding;
  - Involves the administration of any type or form of medication or medical procedure to other persons;

- Involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- Involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- Consists of duties normally performed in the home or personal recreational activities;
- Involves activities for a court-ordered program.

ELIGIBLE ACTIVITIES:

- Hospitals
- Seniors' homes charities
- Local government (promoting positive environmental awareness)
- Service clubs
- Youth programmes
- Sports/recreation (contributing to the health and well-being of members of the community)
- Fund-raising
- Community events and/or projects
- Environmental projects and or work that supports ethical work of a global nature
- Volunteer work with seniors
- Committee work
- Religious activities
- Arts and culture
- School community service (structured tutoring, mentoring visiting and coaching)
- Theatre groups
- Food banks and/or various meal programs
- An event or activity designed to be of benefit to the community
- Supporting a not-for-profit agency

Where an event or activity does not clearly fall within the previously stated guiding principles, the parents and student may apply in writing to the Principal who has the discretionary authority to approve or deny such requests. For students from outside Ontario who do not have Ontario credits and who have completed Grade 10, 11, or more than grade 11, the principal will determine the number of hours of community involvement required.

SUBSTITUTIONS FOR COMPULSORY COURSES

The principal of SOC Online Academy may replace **up to three** compulsory courses with courses from the remainder of those that meet the compulsory credit requirements. A maximum of one credit earned for a learning strategies course may be used through substitution to meet compulsory credit requirements.

In all cases, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate.   Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

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

ONTARIO SECONDARY SCHOOL CERTIFICATE

Students who decide to leave SOC Online Academy before graduation will be granted upon request, the Ontario Secondary School Certificate, providing they have earned a minimum of 14 credits (7 compulsory and 7 optional).

Compulsory credits must include the following: (total of 7)
2 credits in English
1 credit in Canadian geography or Canadian history
1 credit in mathematics
1 credit in science
1 credit in health and physical education
1 credit in the arts or technological education*
Optional credits (total of 7)
7 credits selected by the student from available courses
*The compulsory credit requirement for one credit in the arts or technological education has been modified to include a credit in computer studies.

THE CERTIFICATE OF ACCOMPLISHMENT

Students who decide to leave SOC Online Academy who have not met either OSSD or OSSC requirements, may be granted a Certificate of Accomplishment which will be accompanied by student's Ontario Student's Transcript.   The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.   The Certificate of Accomplishment will be accompanied by the Ontario Student Transcript.

DEFINITION OF A CREDIT

A credit is granted by the principal on behalf of the Minister of Education upon successful completion (a mark of at least fifty) of a course scheduled for a minimum of 110 hours of classroom instruction.

A half credit may be granted for each 55 hour part of a 110 hour ministry-developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

For the purpose of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course.   Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework).

DEFINITION OF THE TYPES OF COURSES

In grades 9 and 10, three types of courses are offered: academic courses, applied courses, and open courses.   Academic courses emphasize theory and abstract problems.   Applied courses focus on practical applications and concrete examples.   Open courses are designed to prepare students for further study in certain subjects and to enrich their education generally.

In grades 11 and 12, **university preparation courses**, include content that is relevant for both university and college programs.   These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. **College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers.

Open courses in grades 9 and 10 are offered in all subjects other than those offered as academic and applied.   These courses comprise a set of expectations that are suitable for all students at a given grade level.   These courses are designed to provide students with a broad educational base that will prepare them for their studies in grades 11 and 12.

Open courses in grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their postsecondary goals, but that reflects their interests.   These courses are appropriate for all students regardless of post-secondary destination.   These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society.   They are not designed with the specific requirements of university or college programs or the workplace in mind.

For more complete information on these courses and their destinations and limitations, please contact our guidance office.

AN EXPLANATION OF THE COURSE CODING SYSTEM

The first three characters of the course codes are those given in the Ministry of Education's list of common course codes.

The fourth character indicates the grade of a course, as follows: 1 (grade 9), 2 (grade 10), 3 (grade 11), and 4 (grade 12).

The fifth character indicates the type of course, as follows: D (academic) P (applied), O (open), E (workplace preparation), C (college preparation), U (university preparation), M (university/college preparation), and T (transfer).

NON-CREDIT COURSES

INTENSIVE ENGLISH:

This is designed for the student who presents with limited or no language acquisition.   The aims and objectives of this class are to provide students with an intensive introduction to practical aspects of the English language, including vocabulary, syntax and the conventions of idioms.

CREDIT COURSES:

ESL ENGLISH AS A SECOND LANGUAGE

ESL AO **ENGLISH AS A SECOND LANGUAGE LEVEL 1, OPEN**

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.

Prerequisite: None

ESL BO **ENGLISH AS A SECOND LANGUAGE LEVEL 2, OPEN**

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

Prerequisite: ESL AO or equivalent

ESL CO **ENGLISH AS A SECOND LANGUAGE LEVEL 3, OPEN**

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 also expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program.   This course also

introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

Prerequisite: ESL BO or equivalent

ESL DO   **ENGLISH AS A SECOND LANGUAGE LEVEL 4, OPEN**

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.

*Successful completion of this credit is a prerequisite for grades 9 and 10 English programs.

Prerequisite: ESL CO or equivalent

ESL EO   **ENGLISH AS A SECOND LANGUAGE LEVEL 5, OPEN**

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.

** Successful completion of this credit is a prerequisite for grades 11 and 12 English programs

Prerequisite: ESL DO or equivalent

GRADES 10 OR SECOND LEVEL

ADA2O   **DRAMA, GRADE 10, OPEN**

This course provides opportunities for students to explore dramatic forms and techniques.   Students will explore a variety of dramatic sources from various cultures and representing a range of genres.   Students will use the elements of drama in creating and communicating through dramatic works.   Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Prerequisite: None

BBI2O   **BUSINESS STUDIES, GRADE 10, OPEN**

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

Prerequisite: None

CHC2D   **CANADIAN HISTORY SINCE WORLD WAR 1, ACADEMIC**

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship and heritage.   They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

CHV20   CIVICS, GRADE 10   .5 CREDIT

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.

Prerequisite: None

ENG2D   ENGLISH, GRADE 10, ACADEMIC

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

Prerequisite: English Grade 9, Academic or applied.
**where applicable successful completion of ESLDO/ESLEO

GLC20   CAREER STUDIES, GRADE 10   .5 CREDIT

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

Prerequisite: None

HFN2O   FOOD AND NUTRITION, GRADE 10, OPEN

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs.
Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

Prerequisite: None

MPM2D   PRINCIPLES OF MATHEMATICS, GRADE 10, ACADEMIC

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

Prerequisite: Mathematics 9, Academic, or Grade 9 Mathematics Transfer, Applied to Academic

SNC2D   SCIENCE, GRADE 10, ACADEMIC

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

Prerequisite: Science Grade 9 Academic or Applied

GRADE 11 OR THIRD LEVEL

BMI3C   **MARKETING: GOODS, SERVICES, EVENTS, GRADE 11, COLLEGE**

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

Prerequisite: None

CIE3M   **THE INDIVIDUAL AND THE ECONOMY, GRADE 11, UNIVERSITY/COLLEGE**

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

Prerequisite: Canadian History, Grade 10, Academic or applied

ENG 3U   **ENGLISH, GRADE 11, UNIVERSITY PREPARATION**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life.   Students will analyse challenging literary texts from various periods, countries, and cultures; as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms.   An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively.   The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: English, Grade 10, Academic, **where applicable ESLEO

ICS3U **INTRODUCTION TO COMPUTER SCIENCE, GRADE 11, UNIVERSITY**

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

Prerequisite: None

MCR 3U **MATH, GRADE 11, UNIVERSITY PREPARATION**

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations.   Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions.   Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic

PPZ3C **HEALTH FOR LIFE, GRADE 11, OPEN**

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community.   They will learn about the components of the *Vitality* approach to healthy living-an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.

Prerequisite: None

SB13U   **BIOLOGY, GRADE 11, UNIVERSITY PREPARATION**

This course furthers students' understanding of the processes involved 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 blats.   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

SCH 3U   **CHEMISTRY, GRADE 11, UNIVERSITY PREPARATION**

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

SPH 3U   **PHYSICS, GRADE 11, UNIVERSITY PREPARATION**

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

Prerequisite: Science, Grade 10, Academic

TGJ3M   **COMMUNICATIONS TECHNOLOGY, GRADE 11, UNIVERSITY/COLLEGE**

This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production and broadcast journalism.   Students will work both independently and as part of a production team to design and produce media products in a project-driven environment.   Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts and documentaries.   Students will

also develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications fields.

Prerequisite: None

GRADE 12 OR FOURTH LEVEL

BAT4M   **FINANCIAL ACCOUNTING PRINCIPLES, GRADE 12, UNIVERSITY/COLLEGE**

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

Prerequisite: Financial Accounting, Grade 11, University /College Prep.

BBB4M   **INTERNATIONAL BUSINESS FUNDAMENTALS, GRADE 12 UNIVERSITY/COLLEGE**

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets.   Students will learn about the techniques and strategies associated with marketing distribution, and managing international business effectively.   This course prepares students for postsecondary programs in business, including international business, marketing and management.

Prerequisite: None

BOH4M   **BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS, GRADE 12, UNIVERSITY/COLLEGE**

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

Prerequisite: None

CGW4U   WORLD ISSUES: A GEOGRAPHIC ANALYSIS, GRADE 12 UNIVERSITY

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 or university/college preparation course in Canadian and world studies, English or Social sciences and humanities.

CHI4U   CANADA: HISTORY, IDENTITY AND CULTURE, GRADE 12, UNIVERSITY

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history.

Prerequisite: Any university or university/college preparation course in Canadian and World studies, English, or Social sciences and humanities.

CIA4U   ANALYZING CURRENT ECONOMIC ISSUES, GRADE 12, UNIVERSITY PREP

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.

CLN4U CANADIAN AND INTERNATIONAL LAW, GRADE 12, UNIVERSITY PREP

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 both Canadian and International law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

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

ENG 4C ENGLISH GRADE 12, COLLEGE PREPARATION

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life.   Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes.   An important focus will be on using language with precision and clarity and developing greater control in writing.   The course is intended to prepare students for college or the workplace.

Prerequisite: English, Grade11, College Preparation

ENG4U ENGLISH, GRADE 12, UNIVERSITY PREPARATION

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms.   An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college or the work place.

Prerequisite: English Grade 11, University Preparation.
**where applicable ESL EO

HHS4U   FAMILIES IN CANADA, GRADE 12, UNIVERSITY PREPARATION

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse 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.

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

ICS4U   COMPUTER SCIENCE, GRADE 12, UNIVERSITY PREPARATION

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: Intro to Computer Science, Grade 11, University

MCV4U   CALCULUS AND VECTORS, GRADE 12, UNIVERSITY PREPARATION

This course builds on students' previous experience with functions.   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.   This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

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

MDM4U   **MATHEMATICS OF DATA MANAGEMENT, GRADE 12 UNIVERSITY PREP**

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 mathematical processes necessary for success in senior mathematics.   Students planning to enter university programs in business, the Social sciences, and the humanities will find this course of particular interest.

Prerequisite: Grade 11. Functions and Relations University Preparation or Functions, Grade 11 University/College

MHF4U   **ADVANCED FUNCTIONS, GRADE 12, UNIVERSITY PREPARATION**

This course extends students' experience with functions.   Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills.   This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation.

OLC4O   **ONTARIO LITERACY COURSE, GRADE 12**

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

Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and have been unsuccessful.   The Principal may determine that a student may enroll in the course before they have had a second opportunity to take the OSSLT, if it is in the best educational interests of the student.

SBI4U   **BIOLOGY, GRADE 12, UNIVERSITY PREPARATION**

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

Prerequisite: Biology, Grade 11, University Preparation

SCH4U   **CHEMISTRY, GRADE 12, UNIVERSITY PREPARATION**

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, University Preparation

SPH4U   **PHYSICS, GRADE 12, UNIVERSITY PREPARATION**

This course enables students to deepen their understanding of physics concepts and theories.   Students will continue their exploration of energy transformation and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields nod electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity.   They will further develop their scientific investigation skills, learning, for example how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles.   Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics, Grade 11, University Preparation.

TGJ4M   COMMUNICATIONS TECHNOLOGY, GRADE 12, UNIVERSITY/COLLEGE

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live recorded and graphic communications.   Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive news media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

Prerequisite: Communications Technology, Grade 11, University/College

HOW TO GAIN ACCESS TO OUTLINES OF COURSES OF STUDY AND TO ONTARIO CURRICULUM POLICY DOCUMENTS

SOC Online Academy offers academic, open, college and university preparation courses; all based upon the curriculum expectations set out in the Ministry of Education curriculum policy documents.

More complete outlines of courses of study may be accessed by contacting the school via e-mail or by contacting the course instructors directly.   E-mail addresses may be obtained by contacting the school during regular business hours.

Because parents of students under the age of eighteen years need information on course content (since they must approve their child's choice of courses), and adult students need this information to help them choose their courses, all are urged to carefully examine all relevant courses of study.   Ontario curriculum documents may be accessed on-line at **http://www.edu.gov.on.ca/eng/curriculum/secondary**

EXPERIENTIAL LEARNING PROGRAMS

SOC Online Academy does not offer any co-operative education or job-shadowing programs.

POLICY REGARDING STUDENT WITHDRAWAL FROM GRADES 11 & 12 COURSES

If a student withdraws from a grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered school, such as SOC Online Academy, the withdrawal is not recorded on the Ontario Student Transcript.   If a student withdraws from a course after five instructional days following the issue of the first provincial report card in SOC Online Academy the withdrawal is recorded on the Ontario Student Transcript 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.

PROCEDURES RELATING TO CHANGING COURSE TYPES

A student may enroll in a different type of course in a given subject in grade 10 than the type he or she completed in grade 9, although doing so may require additional preparation, as recommended by the principal in consultation with teachers.   In the case of mathematics, however, the sole prerequisite for the grade 10 academic mathematics course is the grade 9 academic mathematics course. So a student who is planning to move from the grade 9

applied mathematics course to the grade 10 academic mathematics course must take either the designated transfer course or the grade 9 academic mathematics course.

In grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

PRIOR LEARNING ASSESSMENT AND RECOGNITION

Under the direction of the principal, the prior learning and recognition process is developed in compliance with ministry policy and involves "challenge" and equivalency. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in SOCOA may have their skills and knowledge evaluated against the expectations outline in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as PLAR or Prior Learning Assessment and Recognition. A maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting a credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

This process involves two components: challenge and equivalency.

CHALLENGE refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a curriculum policy document. Assessment instruments for this process must include formal tests (70% of the final mark) and a variety of other assessment strategies appropriate to the particular course (30% of the final mark). For students who are under the age of eighteen or are eighteen or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for grade 10, 11, and 12 courses, with no more than two in any subject area.

The challenge process is an evaluation process and may not be used as a way for students to improve their mark in a course for which they have already earned a credit, or a way to obtain credit for a course they previously failed. Students may challenge for credit only for grade 10, 11, and 12 courses. Students may challenge for credit for a course only if they can

provide reasonable evidence to the principal that they would be likely to be successful in the challenge process.   A student will be permitted to challenge for credit for a specific course a second time after a reasonable interval, if the student can provide reasonable evidence that he or she is likely to be successful after having benefitted from additional study and experience during the interval.

EQUIVALENCY refers to the process whereby credentials from other jurisdictions are assessed for the purpose of granting credit for a course developed from a curriculum policy document. Students who are eligible for equivalence credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario.   Equivalency credits are granted for placement only.   The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

ASSESSMENT AND EVALUATION through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation must be based on all strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline.   A student's level of achievement will be recorded as a percentage grade, in the same way as achievement in other courses.

Assessment and evaluation strategies for the challenge process must include formal tests (70% of the final mark) and a variety of other assessment strategies appropriate for the particular course (30% of the final mark).   The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/ performances, laboratory work, and quizzes, and observation of student work.

All credits granted through the PLAR process that is, through either the challenge process or the equivalency process must represent the same standards of achievement as credits granted to students who have taken the courses.

GRANTING EQUIVALENCY CREDITS

When a student comes to SOC Online Academy, his/her transcript is evaluated to determine how many compulsory credits he/she has already earned and how many more credits are required in order for this student to secure their Ontario Secondary School Diploma. Determining equivalency involves the assessment of credentials from other jurisdictions.

Most of the courses of study have prerequisites.

Students entering SOC Online Academy come from many different countries with a wide variety of diverse school systems.   In order to ensure consistency and fairness, SOCOA Online Academy evaluates students using the following paradigm.

- Students are given English and Math tests upon beginning studies at SOCOA.   Decisions for student placement are made dependent on the student's results.   Should there be a discrepancy between student's test results and other indicators, students are permitted a re-test.   Interestingly, the second tests usually are in complete congruency with the first tests.

- Students also write English essays on generic topics

While the results from such testing may not be in accord with the student's expectations, students are always provided with the option to move up to a higher level, once they have proven their ability.   SOC Online Academy privileges and honours transcripts, which are comprehensive, clear and come from a well-known and respected educational system. Nonetheless, eligibility is not a given, and is assiduously evaluated.

EVALUATION AND EXAMINATION POLICIES

As of September 2010, assessment, evaluation, and reporting in Ontario schools is based on the policies and practices described in *Growing Success: assessment, Evaluation, and Reporting in Ontario Schools, 2010.*

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify student's difficulties as well as to detect weaknesses in programs.   Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to students needs and for determining the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum and instructional approaches to students needs and for determining the overall effectiveness of programs and classroom practices.

Assessment is part of the learning process for both the student and the teacher. Assessment for and as learning occur during the process of learning.   Assessment for and as learning are tools designed to keep both students and teachers aware of the objectives to be

achieved, and to periodically inform them of intellectual and emotional progress. Assessment of learning (evaluation) takes place at the end of a unit of study, or of a period of time.

The purpose of assessment of learning is to determine the quality of a student's work on the basis of established achievement criteria, and to assign a value to represent that quality.

The final percentage grade for Grade 9-12 courses will be derived as follows:

- 70% of the grade will be based upon evaluations undertaken throughout the course. This portion of the grade should represent the student's most consistent level of achievement, with special consideration given to the more recent evidence of achievement.

- 30% of the grade will be based upon a final evaluation in the form of one or a combination of the following: an examination, a performance, an essay, or another method of evaluation suitable to the course content and expectations.   The final evaluation should be administered at or towards the end of the course.   There will be no exemptions from the final evaluation.

Assessment and evaluation will be based upon the provincial curriculum expectations (content standards) and the achievement levels (performance standards).

Assessment and evaluation must be based upon the categories of knowledge and skills and on the achievement level descriptions given in the Achievement Chart.

Two separate aspects of student achievement must be reported: achievement of curriculum expectations for the course and the corresponding level of achievement as described in the Achievement Chart.

Evaluation will be based on the provincial curriculum expectations, and on the achievement levels outline in the secondary curriculum policy documents.   These levels of achievement are associated with percentage grades, and are defined as follows:

80-100%   **Level 4**: a very high to outstanding level of achievement.   Achievement is above the provincial standard.

70-79%   **Level 3**: a high level of achievement.   Achievement is at the provincial standard.   A student achieving this level is well prepared for work in the next grade or the next course.

60-69%   Level 2:   a moderate level of achievement.   Achievement is below, but approaching, the provincial standard.

50-59%   Level 1:   a passable level of achievement.   Achievement is below the provincial standard.

Below 50%   insufficient achievement of the curriculum expectations.   The student will not receive a credit for the course.

REPORTING PROCEDURES

Student achievement is communicated formally to students and parents by means of the **Provincial Report Card, Grades 9-12.**   The report card documents the student's achievement in every course, at particular points in the school semester, in the form of a percentage grade. It also includes teacher's comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved.   The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course.

At the end of each course, a final grade is recorded, and credit is granted for e very course in which the student's grade is 50% or higher, reflecting achievement at Level 1 or above.   The final grade for each course will be based in part on evaluations conducted throughout the course, and in part on a final evaluation.   The relative weights (70%/30%) assigned to these two components are specified in curriculum policy documents.

A report card will be completed and filed in the **Ontario Student Record (OSR)** for each student who has been enrolled in SOCOA Online Academy for more than 6 weeks from the commencement of the reporting period.   The report card, or an exact copy of it, will be forwarded to the family, but only with the written consent of the student if that student is 18 years of age or older.

At SOCOA Online Academy, as required by law, a student's record of courses and credits gained towards the requirements for the Ontario Secondary School Diploma is maintained on the **Ontario Student Transcript (OST),** which is the official record of a student's academic achievement in high school.   Credits for courses meeting the requirements of current Ministry of Education curriculum guidelines shall be entered on the student's transcript through the use of the common course code designation issued by the Ministry of Education. The Ontario Student Transcript contains a record of the following:

- All courses in all secondary school grades successfully completed before September 1, 1999;
- All Grade 9 and 10 courses begun and successfully completed during or after the 1999-2000 school year;
- All successful and unsuccessful attempts at completing Grade 11 and 12 courses and Ontario Academic Courses (OACs) made during or after the 1999-2000 school year;
- Identification of any course that has been substituted for one that is a diploma requirement;
- Confirmation that the student has completed the community involvement requirement;
- The student's final result on the provincial secondary school literacy test; and an indication of any extraordinary circumstances affecting the students achievement in a Grade 11 or 12 course on an Ontario Academic Course.

If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered school, such as SOC Online Academy, the withdrawal is recorded on the Ontario Student Transcript 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 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 Ontario Student Transcript, an "R" is entered in the "Credit" column for the course(s) with the lower percentage grade.

The Ontario Student Transcript is a critical component of the Ontario Student Record.   The Ontario Student Record houses a considerable quantity of information on students relating to their lives as students, their academic progress, their social and emotional characteristics, their involvement in school and community and their interactions with their families.

GUIDANCE AND EDUCATION AND CAREER PLANNING SUPPORTS

Upon beginning their learning at the Academy, students are consulted on their educational goals.   The great majority of students have very definite goals already in place.   It is the policy of the Collegiate not to impede these goals but rather to help students achieve their greatest potential.   Furthermore, it is compulsory that all students entering SOCOA Online Academy subsequent to September, 1999, take the .5 credit career studies course.   In addition, all students enrolling after this date will also have a working Guidance and Career

Education plan.   Upon graduation or leaving SOCOA, students will receive counseling and guidance to assist them in their next steps.

The Academy also facilitates students' locating of universities in Canada, U.S.A., U.K. and Australia.   The Collegiate will assist in the following:

- submit application forms for universities/colleges outside of Ontario
- help students complete the Ontario University Application Centre's Form 101 or 105
- collect the appropriate fees and duly submit them to post-secondary institutions
- obtain the required immigration forms and help students obtain visas for post-secondary pursuits
- write letters in reply to post-secondary institutions' requests
- supply all the necessary materials for correspondence with post-secondary institutions
- telephone or fax to clarify any data
- supply post-secondary institutions' brochures and other literature for student perusal
- make arrangements for student interviews or students' English proficiency test
- Ensure students purchase health insurance upon arrival in Canada
- Supply transcripts and letters of reference, upon request to assist in post-secondary application procedures.

Creating Pathways to Success sets out the new career development policy for Ontario schools, which requires the implementation of a comprehensive career/life planning program designed to help students achieve their person goals and become competent, successful, and contributing members of society.   This is a whole-school program delivered classroom instruction linked to the curriculum and through broader school programs and activities.

To promote success in school and life, it is essential for Ontario schools to provide opportunities and support for all students to plan their individual pathways through school and for each to make a successful transition to his or her initial postsecondary destination. As reflected in the *School Effectiveness Framework, 2013,* schools that adopt "pathways thinking" enhance every student's outlook for success by:

- Supporting students in identifying their personal interests, strengths, needs, and aspirations and in using this knowledge of themselves to inform their choices of programs and learning opportunities;
- Providing a range of diverse and engaging learning opportunities, courses, and programs both in and outside the classroom, that meets the interests, strengths, needs, and aspirations of the students.

In order to succeed educationally, socially and in the workplace, students require effective work habits and the ability to make sound decisions, solve problems, plan effectively, work independently, communicate well, research, evaluate themselves realistically, and explore new educational and career opportunities.   A carefully planned guidance and career education program will help students acquire these skills.

Students must learn and develop skills that will help them become more independent and responsible individuals.   They must be able to apply what they learn in school to other areas of their lives.   They must learn to work co-operatively and proactively with a wide range of people.   A comprehensive guidance and career education program will provide students with an understanding of the concepts in three areas of learning:

- Student development
- Interpersonal development
- Career development

SOCOA Online Academy will help students relate what they learn in school to the community, understand and value education, recognize the learning opportunities available to them, make choices from among those opportunities, and adapt to changing circumstances. Through learning activities that emphasize managing time, completing tasks, setting goals, resolving conflicts, volunteering, collaboration, and co-operating, students will learn self-discipline, personal and social responsibility, and respect for others from diverse cultures.

INDIVIDUAL PATHWAYS PLAN

The Individual Pathways Plan (IPP) allows students to document their learning in education and career/life in an individual pathways plan.   Such a plan will allow students to document evidence of their ongoing inquiry and development in the four areas of learning.   In this way students will take responsibility for their learning and for planning their future.

Further the plan enables students to make decisions, set goals and develop and implement the steps needed to successfully complete secondary school and proceed to their initial postsecondary destination.   Such planning for the transition from secondary school to postsecondary endeavours must be included as part of student learning in the compulsory grade 10 career studies course.

STRATEGIES AND RESOURCES FOR STUDENTS AND PARENTS TO SUPPORT EDUCATION PLANNING AND THE COURSE SELECTION PROCESS

Upon undertaking their studies each student discusses their post secondary and career goals to ensure that the courses they are taking are in keeping with their post-secondary

destinations.   GLC 2O, Career Studies, is available to support students' development and achievement of personal goals for future, learning and work.   In this course students assess their interests, skills and investigate current economic and workplace trends.   The course explores postsecondary learning and career options.   In addition, transcripts from students' home countries are reviewed to support remediation in, and achievement in English, Mathematics and Science.

All credit courses should be selected in keeping with the student's areas of strength in order to maximize his or her chances of success.   Throughout the academic year, SOCOA Online Academy students attend mandatory tutorial sessions, as required.   During these tutorial sessions, remedial instruction is offered to ensure a high degree of detailed course comprehension.   Where remedial instruction would be redundant, enrichment instruction focusing on the student's particular areas of specific interest will be provided.

INTERVENTION STRATEGIES, SUPPORTS AND RESOURCES

COURSE TRANSFERS AND CHANGES

If it becomes clear, after a reasonable period of time during which a student has been participating in a course, that the student is unable to complete that course of study successfully, then the student may be permitted to withdraw from that course and/or transfer to a more appropriate related course, but only after consultation among the principal, the parents/guardians and the student has taken place.

If students are allowed to transfer or change courses during the year, then every effort will be made to retain the coherence both of the student's programmes, and of all of the other characteristics involved in the initial planning of the student's courses of study.   As with original course selections, all transfers or changes of course by students under the age of majority must also receive parental approval.

Where students who do not have Ontario credits are transferring from a school outside Ontario to SOCOA Online Academy, then the Principal will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

In particular, the principal will have specific regard to *Secondary Education in Canada: A Student Transfer Guide* prepared by the Council of Ministers of Education, Canada, which provides detailed information about the meaning of specific terms, systems of course numbering, credit requirements, examinations and grading practices, pattern of school

organization, curriculum organization, and requirements for graduation from secondary education.

Students must successfully complete the provincial secondary school test of reading and writing or the Ontario Secondary School Literacy Course.   The Principal of SOCOA Online Academy will determine the number of hours of community involvement activities that the student will have to complete.   The results of these assessments will be noted in the students Ontario Student Record (OSR).

SUPPORTS FOR ENGLISH LANGUAGE LEARNERS

SOC Online Academy's ESL department supports English language learners in terms of appropriate curriculum and are cognizant of the challenges these young people face and provide adaptations and accommodations.

A variety of strategies will be used to assist instruction and facilitate the success of these students.   Students for whom English is not the first language will be granted accommodations (extra time, oral interview, demonstrations, and visual representations.)

More complete information on support English language learners can be obtained from *The Ontario Curriculum, Grades 9-12: English as a Second Language and English Literacy Development, 2007.*

APPROPRIATE USE OF TECHNOLOGY

The purpose of this policy is to ensure the safe, ethical, and legal use of SOCOA's technology, and it is applied to all student and staff users.

Every student and his/her parent must electronically acknowledge the existence of this policy as a condition to receive access to courses, programs and related technology at SOC Online Academy.

PURPOSE

SOCOA uses technology as a means and resource for teaching and learning at SOC Online Academy and accordingly, this technology may be used only for purposes consistent with our educational objectives. It may not be used for commercial, personal, recreational purposes.

Authorized users may access and use SOCOA's technology. All materials, communication and information within the SOCOA site is considered to be school property; as such it may be accessed at any time by SOC Online Academy. This includes, but is not limited to email, text

messages, voicemail, online discussion groups and course materials related to teaching, learning and assessment. All users assume responsibility for ensuring that their work and online activity adheres to accepted educational requirements and standards. Inappropriate use includes activities prohibited to the user based on their degree of access and any activity that violates the school's policies or procedures

STUDENTS SHOULD IMMEDIATELY NOTIFY SOCOA STAFF (ADMINISTRATIVE OR INSTRUCTIONAL) OF ANY VIOLATIONS OF THE SCHOOL'S POLICY FOR USE, INCLUDING BUT NOT LIMITED TO:

- Accessing, storing or sending inappropriate or indecent images, messages or files.
- Cyber-bullying, obscene language, defamation, threats or personal attacks or harassment.
- Transmission of unsolicited advertising, promotional materials, or other forms of solicitation, including placing hyperlinks to external websites
- Group or mass mailings within SOCOA without express permission
- Access or attempted access to student work or files, or to staff work or files
- Access to restricted information resources or organizations
- Using, spreading, creating invasive software, such as computer viruses, worms, malware, or other detrimental technology
- Misrepresentation in any communication or while accessing SOCOA technology
- Allowing third-party access to SOCOA technology and programs without prior authorization.
- Encryption of files, emails to avoid security
- Accessing, using, or communicating another user's login or password
- Sharing or misusing passwords and access to SOCOA materials and technology or materials belonging to another student or staff.
- Students are responsible for activities/communication on their accounts. Inappropriate activities performed within or through a student's account will be considered to be the actions of the account holder.
- Involvement in any activity that is prohibited by SOCOA or by federal or provincial law.

Students are alerted to potential dangers of emails from anyone they do not know, or for personal information or contact. If this happens, contact SOCOA administration or your instructor.

SOC Online Academy cannot and does not guarantee the appropriateness or accuracy of information that students may access on the Internet. Parents and guardians should monitor their students' use of the Internet.

CONSEQUENCES FOR VIOLATION

Users who do not abide with these policies may be denied access to SOCOA site, technology and course material. Acceptable use practices, policies, and guidelines apply to anyone who accesses sites and technology of SOC Online Academy.