Above & Beyond Learning Experience

...the mind is the limit!

www.ablearning.org

Secondary School Calendar

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1. Introduction

Above & Beyond Learning Experience Inc., acronym ABLE, is an Ontario Ministry of Education inspected private learning facility offering tutoring and self-paced education for grades 1-12, currently serving Alliston and surrounding area.

We focus primarily on the educational needs of students grades 3-12 who are struggling to succeed and require a different learning environment. This includes those either needing a helping hand through their school year, those who are falling away from the private or public structured school system, or are at-risk kids, street youth or those in conflict with the law.

The school main campus is located at 1220 Stellar Drive Suite 202, Newmarket, ON L3Y 7B9 .

The team consists of several instructors, a program advisory board, financial advisory team and volunteers from the community to help facilitate and guide.

1.1 Vision

Our vision is to provide a safe, creative learning environment that will encourage our struggling youth to return to complete their education and move on to productive careers.

Teaching young minds to learn, and inspiring them to dream…the mind is the limit!

Beginning early on, we aim to instill a desire for our students to accomplish all they have been created to do and to see success in higher education and the work world as being within their grasp. We provide opportunities for students to take courses, participate in activities, and work or volunteer experiences that will help them discover their personal talents and interests so that they will find a future focus to their present educational enterprises.

2. Graduation Requirements and Related Procedures

As of December 20, 2006, all students under 18 years of age, are required to be in attendance at school unless they have already graduated or are otherwise excused from attendance at school.

Education directly influences students' life chances – and life outcomes. Today's global, knowledge-based economy makes the ongoing work in our schools critical to our students' success in life and to Ontario's economic future. As an agent of change and social cohesion, our education system supports and reflects the democratic values of fairness, equity, and respect for all. The schools we create today will shape the society that we and our children share tomorrow.
(Ontario Ministry of Education, 2009, p. 6)

2.1 Why Graduate High School?

Without a high school diploma the likelihood of landing a quality, successful career is nearly impossible. In all actuality, street smarts simply aren't enough for employers anymore. Why is a high school diploma necessary? Why stick it out?

a. Furthering Your Education

In order to further your education at a community college, university or accredited online university, a high school diploma will be required. Without a high school diploma, post-secondary institutions will not accept your application. By obtaining your high school diploma and furthering your education in post-secondary institutions, you will make yourself available to accept in-demand jobs carrying higher salaries.

b. Career Opportunities with Higher Salaries

Without a high school diploma, the chance of finding a rewarding career that pays well is low. Getting your high school diploma will allow you the opportunity to perform more job functions, at a higher salary, than you would be able to do if you did not have your diploma. With a high school diploma, you are able to seek employment in a variety of entry-level careers that do not require further education. Also, an individual that furthers his/her education at the post-secondary level will earn more money than a high school graduate, and drastically more than a high school dropout.

c. Job Security

An individual that does not possess a high school diploma is more likely to be unemployed because she's not as marketable. In fact, it is estimated that at least half of all welfare recipients do not possess a high school diploma.

d. Sense of Accomplishment

Going to school day in and day out for 13 years is certainly something to proud of. Graduates typically find themselves feeling accomplished after they complete high school, earning a high

school diploma. Even if you have dropped out of high school, going back to earn your high school diploma will give you a sense of pride and accomplishment. Out of all the things in life that can be taken away from you, education is something that cannot be stolen or revoked.

2.2 The Ontario Secondary School Diploma (OSSD)

In order to receive THE ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD), a student must earn a minimum of 30 credits. If the start date for secondary school was 2023 or prior, this is broken down to 18 compulsory credits and 12 optional credits, including 2 online credits, successfully complete the Grade 10 Test of Reading and Writing Skills and complete 40 hours of Community Involvement.

If the student is beginning secondary school in 2024, the requirements are the same, except for the compulsory credits being 17, and optional being 13, also including 2 online credits. Starting in September 2025, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 mathematics course. You will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma.

The high school program is based on a credit system. Students must earn a total of 30 credits (one for every course successfully completed) to obtain a high school diploma. See the next page for details.

Substitutions for Compulsory Credit Requirements

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3) outlined on the next page. Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).

The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In all cases where the parent or the adult student may ask the appropriate supervisory officer to review the matter.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.

- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.

- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet. Each substitution will be noted on the student's Ontario Student Transcript.

Online Learning Requirement

We offers on site programming to secondary school students. As described in our school course calendar, our school community strongly believes in the value of teacher/student interactions in a school setting.

While in class is the preferred teaching style, we do accommodate a modified delivery via online instruction. The assignments, tests and exams are all paper based. Note tat this does not equate to an online course

Our rationale for delivering in person schooling is that it is more personal. The connection between student and teacher we believe is critical in learning. Any challenges can be addressed immediately and a modified approach an be put in place

We request that all parents sign the Online Learning Graduation Requirement Opt-Out Form; this form will be placed in the student's OSR and the student's opt out choice will be noted on their transcript as "Online Learning Graduation Requirement - Non-Applicable".

OSSD Compulsory credits (2023 and prior) 18 credits:

- 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 (grade 10)
- 1 credit in Canadian geography (grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics
- 3 credits for group 1, 2 and 3 courses (1 credit in each group)

Plus one credit from each of the following groups:

- **Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language**, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education***
- **Group 2:** French as a second language**, the arts, business studies, health and physical education, cooperative education***
- **Group 3:** French as a second language**, science (Grade 11 or 12), computer studies, technological education, cooperative education***

In addition to the compulsory credits, 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.

***A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

†The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

OSSD Compulsory credits (2024) 17 credits:

- 4 credits in English (1 credit per grade)*
- 3 credits in mathematics (1 credit in Grade9 and 10, 11 or 12)
- 2 credits in science
- 1 credit in technological education (grade 9 or 10)
- 1 credit in Canadian history (grade 10)
- 1 credit in Canadian geography (grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics

Plus one credit from each of the STEM related course group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

In addition to the compulsory credits, students must complete:

- 13 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.

***A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

†The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

2.3 The Ontario Secondary School Certificate (OSSC)

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

7 required compulsory credits

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

7 required optional credits

- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described in section 6.2 also apply to the Ontario Secondary School Certificate.

2.4 Prior Learning Assessment

A secondary school student can challenge for credit for a Grade 10, 11, or 12 course through the Prior Learning Assessment and Recognition (PLAR) challenge process. Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency".

The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later. The "equivalency" process is the process of assessing credentials from other jurisdictions.

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.

2.5 The Certificate of Accomplishment

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

2.6 Community Involvement

As stated in Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (OSS), every student who begins secondary school during or after the 1999–2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities.

Community involvement activities are part of the school's program. Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Simcoe County District School Board provides a list of community involvement activities that the board considers acceptable. Our school utilizes this list also. Students will not be paid for performing any community involvement activity.

Students may complete the 40 hours of community involvement activities at any time during their secondary school program. They may also complete any number of activities, as long as those activities result in the completion of 40 hours of community involvement. Students under the age of eighteen years will plan and select their community involvement activities in consultation with their parent(s) and/or guardian(s).

2.6.1 Eligible Activities

The following list of activities listed below were approved by the board in consultation with school councils, the Special Education Advisory Committee (SEAC). Each heading provides examples of community involvement activities that, if within the intent and spirit of the applicable guidelines and ethical standards, are suitable for selection:

1. **Assistance to seniors**; – includes assisting in a seniors' residence, e.g. – serving snacks, helping with activities, or participating in visiting and reading programs
2. **Environmental projects**; – includes participating in community clean-up, flower/tree planting, recycling, and general beautification projects and activities
3. **Charitable and service organizations;** – includes fundraising canvassing and assisting with the organization of events for the benefit of the community, e.g., walkathons, celebrity games, gala events, bazaars, volunteer involvement with animal care or rescue
4. **Volunteer supported sports and recreation activities or events**;-includes any volunteer activity in support, computer work for individuals or groups providing charitable or general community benefit
5. **Specific school-related activities**; includes STEM camp volunteering, assisting with computer maintenance, graphic or media marketing projects ,may also include service within the school community that provides benefit to others that takes place outside the regular school day. These activities must be approved at a local level by the school Principal in advance of the commencement of the activity

6. **Community Events**– includes helping to organize winter carnivals, parades, and summer fairs, food drives; or support services for community groups, Habitat for Humanity projects,
7. **Religious Activities** – includes participation as a volunteer in any faith-based classes, children's Sunday school, and special events such as rummage sales, fundraisers, or any pastoral service support
8. **Youth Programs** – includes volunteer assistance in the operation of youth programs such as Scouts, Guides, church youth, recreation centre activities, breakfast programs, March Break programs, Leaders-in-Training, summer playground activities, and camps and summer programs such as VBS.

2.6.2 Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is 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 (i.e., daily chores) or personal recreational activities;
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

2.7 The Provincial Secondary School Literacy Test

Students will take the Ontario Secondary School Literacy Test in Grade 10. Students must pass the test in order to graduate, and their result is recorded on their student transcript. Students who do not complete the test successfully will receive remedial help to prepare them for retesting. The literacy

test requirement is additional to the 30 credits needed for a high school diploma and will be offered at the school every spring, in accordance with Ministry Policy.

The literacy test evaluates students' reading and writing skills based on curriculum expectations in language and communications up to and including Grade 9. ESL students will take the test only when they have reached this level in their language studies. Accommodations will be made for students in special education programs.

Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with Ministry policies pertaining to the OSSLT by taking the Ontario Secondary School Literacy Course (OSSLC). Mature students have the option to enroll directly in the OSSLC without first attempting the OSSLT.

2.8 The Ontario Secondary School Literacy Course (OSSLC)

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12. Students who pass the course are considered to have met the literacy graduation requirement. The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enrol in the OSSLC. Principals have the discretion to allow a student to enrol in the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enrol directly in the OSSLC, as specified above in section 6.1.3

Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

For students with special education needs, accommodations specified in the student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Currently we do not have a defined English language learner program; however the lessons, when the need arises, will be modified to include language support.

2.9 Flex School™ Programme

For those students who have left school, or are struggling with the conventional educational system, we recognize that the routine of daily attendance for 6-8 hours might be too intense or intimidating. With this in mind, we have created **Flex School™**, where we combine multiple resources to provide a

stimulating and exciting learning environment. We offer both part time and full time programmes, to accommodate for part time jobs, counselling and other educational facility attendance.

The student will be expected to supplement their time in school with any of the following options, subject to approval.

- Completing school work or reading in the library or Literacy Centre
- Volunteer work for a local community service
- Mentoring younger students either at **Above & Beyond**, or at a school placement
- Earning money at a part time job
- Vocational placement with community support
- Enjoying recreation at a youth drop in centre
- Sports activity or special event promoting learning

What makes this program unique is its flexibility of program resources utilized, community involvement and creative unlimited learning. The program is tailored to each youth individually to provide the greatest learning opportunity with the least resistance. The environment is bright, supportive, warm and friendly in a relaxed atmosphere with the comforts of a home environment. By coordinating the team effort between the student, studies, and community resources, each student is given the opportunity to change the direction of their future, and to make a positive contribution to our community.

2.10 Flex School™ Internship Programme

We now offer several senior level (Grade 11 and grade 12) University or College credits to be earned by way of a twelve-week internship with our youth led Simcoe Youth Voice online publication. These credits are marked with an "SYV" in brackets following the course titles. These can be taken concurrently with the regular programme, or via separate enrolment. Each course requires 110 hours minimum attendance to meet Ministry of Education requirements.

Experiential Learning

We utilize planned learning experiences in the community, through our community partners. Experiential learning could take the form of job shadowing and job twinning, work experience, virtual work experience, and cooperative education. These are provided to students who are enrolled in courses of all types and in all disciplines. Experiential learning can be appropriate for all students, including exceptional students, who are bound for university, college, apprenticeship, or the workplace. These experiences assist students in making career decisions as well as in developing the knowledge, skills, and attitudes that are essential in today's society. All forms of experiential learning are a valuable complement to students' academic experience and preparation for the future.

We offer Ontario Youth Apprenticeship Programs (OYAP) through our community partners. The Ontario Youth Apprenticeship Program (OYAP) has variable formats and involves the earning of credits.

2.11 Behaviour and Accountability – The Schools Code of Conduct

We know that learning can take place only when there is a combination of effort, interest, and motivation. Each student will sign a Contract of Behaviour and Accountability. The contract is an agreement of partnership and commitment, and outlines expectations on both the part of the student and the school. Each student must sign in and out on an attendance sheet which is kept by the school.

Students are expected to: (School's Code of Conduct)

- Be prepared, **on time** and ready to learn for each session
- Be clear-headed; not under the influence of alcohol or any illegal drugs while attending class
- Be honest, responsible and notify the school in advance of their absence
- Be accountable for their time and work as scheduled in their individual program
- Make up for lost time by either extending the time the student is there and/ or forfeiting their break times to complete required work as assigned
- Follow through on SMART goal planning
- Ask questions when something is not clearly understood,
- Use civil courteous language- no profanity
- Be respectful of the school and its property, of other people and their personal property
- Have a positive attitude and accept guidance willingly
- Contribute to their education, and take responsibility of their future
- Follow the Safe Internet rules

The school and staff pledge to:

- Provide a learning environment that is supportive, mutually respectful and positive;
- Implement learning techniques and materials that work best for the individual;
- Build realistic expectations and instructional goals, with each student and their parent(s) and/ or guardian(s);
- Continue to encourage excellence and accountability, while building good study habits
- Answer all students' questions clearly in a non- critical, encouraging manner;
- Continue to improve and add to our knowledge and skills in order to remain competent and well- trained;
- Communicate and cooperate with each parent/guardian/advocate to ensure the best education possible.

2.12 Academic Integrity

Academic Integrity Policy

Education is based on learning specific skills, forming lifelong work habits, and developing mature coping skills according to each student's unique abilities. Stress propels students to make unethical choices. When students choose to cheat, it may be a symptom of more serious problems such as inappropriate subject choice, over-commitment to extra-curricular activities, and/or academic desperation. The compromise of their values through cheating may lead to loss of self-esteem, as the students are often painfully aware of their shortcomings and fight a tiring battle to preserve their images at the cost of their ethics.

True self-esteem is based on competence. Cheating robs students of their opportunity to become competent. Assignments should be considered individual unless the instructor states otherwise.

Representing someone else's work as your own, whether it is an assignment or evaluation, is dishonest. It compromises your integrity and diminishes what we stand for as a school. We believe that your success is dependent on your efforts. You are expected to complete your work with honesty and integrity, as it represents what you can and cannot do. There is no condemnation for doing your best.

Cheating is defined as *representing someone else's work as your own or allowing someone to represent your work as their own.*

Plagiarism is defined as *an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author*

Cheating includes, but is in no way limited to, the following:

- Copying homework or assignment, either in part or whole, or allowing someone to copy your homework
- Looking on another's test or quiz or letting another student look on a test or quiz
- Reporting to another student what is on a test or quiz, including providing questions or specific answers
- Using ***any secretive or electronic methods*** of giving or getting answers on a test or quiz
- Working with others on an assignment that was meant to be done individually
- Using summaries (Spark Notes, Cliff Notes) instead of reading assigned material

Plagiarism includes but is not limited to:

- Taking information from another source (internet, book or other electronic source) and not giving proper attribution including photographs
- Copying and turning in an assignment done by a former student, friend or family member and claiming it as your own

When an infraction has been made:

Consequences: It is left to the ***discretion of the individual teacher*** to impose a grade based consequence. This may include, but is not limited to:

- a zero (0) for all or a portion of the assignment or test in question,
- the possibility of failing the course,
- The notification of parents.

In addition to the teacher's assigned consequence, the following procedure will be followed:

- The teacher will place documentation of the incident in the student's school file.
- If previous infractions are noted in the file, the teacher will report the presence of a pattern to the principal.
- The principal will contact the parent and any additional consequence will be determined. (depending on the individual situation)

At the end of a student's time at our school, if there is a single infraction, documentation maybe removed. If there is more than one infraction reported, they will remain as part of the permanent record, since it indicates a trend and ethical behaviour pattern of concern.

3. The School Course Calendar

Above & Beyond provides curriculum which parallels that offered by the Ontario School Boards. We adhere to the Ontario Ministry of Education Curriculum guidelines to ensure that the pursuit of a post-secondary education is achievable, either at a university or college, or with a vocational apprenticeship.

Student learning is supported with individual computers with online access. A reading corner provides a variety of hardcopy novels and reference materials for both pleasure reading and study purposes. English language learners are supported on an individual basis with a ratio of 1:1 language support.

3.1 Post-Secondary Transition Planning

Upon registering at the school, all students are encouraged to beginning thinking about post-secondary options. We believe that a student will be more invested in their elementary and secondary education when they have a future career focus. We offer both the grade 10 and the grade 11 careers course.

Additionally, as per Ministry guidelines, all courses include a career investigation component. Thus, the post-secondary transition is imbedded in all secondary courses. As a student matures and comes closer to graduation, the nature of career planning changes.

Students are encouraged to peruse college and university pamphlets on site as well as on-line. For those who are looking to transition into the workforce, career planning is provided in the form of apprenticeship program search and resume help. Co-op and other experiential learning opportunities provide an additional avenue for students to investigate post-secondary options. All grade 11 students are required to begin concrete plans for transitioning out of high school.

3.2 Types of Secondary School Courses

The new curriculum for secondary school is organized into several types of courses. The new system of courses is intended to enable students to choose courses that are suited to their strengths, interests, and goals. In Grades 9 and 10, three types of courses are offered: academic (D), applied (P), and open (O). Courses in Grades 11 and 12 are designed to prepare students for a postsecondary destination – that is, for university (U, M), college (C, M), apprenticeship training, or the workplace (E).

3.3 Disclosure Policy

The school has a full disclosure policy in the course calendar including the date or point of full disclosure. This is the date that a student may withdraw from a grade 11 or 12 course without having the course recorded on the OST.

3.4 Types of Courses in Grades 9 and 10

The four types of courses in Grades 9 and 10 are defined as follows:

De=Streamed apply to the grade 9 courses specifically. De-streamed courses are courses that are designed for all learners, rather than being separated into Academic or Applied streams. De-streaming is an educational approach that aims to improve outcomes for all students, especially those from marginalized communities.

Academic courses (D) develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Applied courses (P) focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Open courses (O) are the only type of course offered in most subjects other than those listed above. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

3.5 Types of Courses in Grades 11 and 12

In Grades 11 and 12, students will choose from among four destination-related course types: *university preparation (U), university/college preparation (M), college preparation (C),* and *workplace preparation (E).* Open courses (O) are also offered in Grades 11 and 12. Students will make their choices on the basis of their interests, achievement, and career goals. All university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses have been developed in collaboration with Ministry representatives and are designed to enable students to meet the entrance requirements of postsecondary institutions or apprenticeship or other training programs, or the expectations of employers in the workplace.

The following is a brief description of the types of courses that are available in the various disciplines of the Ontario curriculum in Grades 11 and 12:

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

3.6 Transfer Courses

A transfer course is a partial-credit course that bridges the gap between courses of two different types in the same subject and grade. Students who revise their educational and career goals and who wish to change from one destination-related stream to another in a particular subject may often do so by taking a transfer course. Transfer courses enable students to achieve the expectations not covered in one course type but required for entry into a course in the next grade. For example, the prerequisite for the Grade 11 university preparation course in English is the Grade 10 academic course in English. A student who is taking the applied English course in Grade 10 but who decides to enter the university preparation course in Grade 11 may do so by taking a transfer course. Transfer courses will be offered for students who wish to change from one course type to another in the same subject between Grade 10 and Grade 11 or between Grade 11 and Grade 12.

3.7 Course Codes Demystified

The first three letters of a course code describe the course topic. For example, **ENG** would be the first three letters of most English courses. The fourth letter describes the grade level and the fifth letter describes the type of course. For example, **ENG 2P** represents English (**ENG**), grade 10 at the applied (**P**) level. **MAP 4C** represents a math (**MAP**) grade 11 (**3**) at the college (**C**) level.

4. Course Offerings

Above & Beyond offers the following curriculum courses, listed in order of grade. This list is by no means conclusive, and new courses are being added continually.

4.1 GRADE 9 SELECTIONS

Grade 9, Mathematics (De-streamed) MTH1W
This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking..
Prerequisite: None

Grade 9, English (De-streamed) ENL1W
This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.
Prerequisite: None

Grade 9, Science (De-streamed) SNC1W
This strand focuses on science, technology, engineering, and mathematics (STEM) investigation skills, practical applications of science, connections between science and various careers, and contributions to the development of science from people with diverse lived experiences. The learning related to this strand takes place in the context of learning in the Biology, Chemistry, Physics, and Earth and Space Science strands.
Prerequisite: None

Grade 9, Geography of Canada (DE-streamed) CGC1W
This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations..
Prerequisite: None

Grade 9, Core French (Academic) FSF1D
This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their

understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning..
Prerequisite: Minimum of 600 hours of French instruction, or equivalent

Grade 9, Core French (Open) FSF1O
This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.
Prerequisite: None

4.2 GRADE 10 SELECTIONS

Grade 10, Principles of Mathematics (Academic) MPM2D
This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using 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: Grade 9 Mathematics, Applied or Academic

Grade 10, English (Academic) ENG2D
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
Prerequisite: Grade 9 English ENG2D or ENG2P

Grade 10, Science (Academic) SNC2D
This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their skills in scientific inquiry; and to understand the interrelationships among science, technology, and the environment. Students will conduct investigations and understand scientific theories related to: ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-base reactions; factors that influence weather systems; and motion.
Prerequisite: Grade 9 Science SNC1D OR SNC1P

Grade 10, Canadian History Since World War 1 (Academic) CHC2D
This course explores social, economic, and political developments and events and their impact on the lives of different 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: Grade 9 Science SNC1D OR SNC1P

Grade 10, Civics and Citizenship (Open) CHV20
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.
Prerequisite: None

Grade 10, Career Studies (Open) GLC20
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

Integrated Arts Grade 10 (Open)ALC2O
This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.
Prerequisite: None

Exploring Family Studies Grade 10 (Open) HIF20
This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society.
Prerequisite: None

Healthy Living and Outdoor Activities, Grade 10 (Open) PAD2O
This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society. **Prerequisite: None**

Digital Technology and Innovations in the Changing World, Grade 10 (Open) ICD2O
This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies. **Prerequisite: None**

Communication Technology, Grade 10 (Open) TGJ2O
This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies. **Prerequisite: None**

GRADE 11 SELECTIONS

Grade11, Mathematics, Functions (Academic) MCR3U

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

Prerequisite: Grade 10 Principles of Mathematics, Academic MPM2D

Grade 11, Mathematics, Functions &Applications (Academic/College) MCF3M

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Grade 10 Mathematics, MPM2D or MPM2P

Grade 11, Foundations for College Mathematics, (College) MBF3C

This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Foundations of Mathematics, Grade 10, Applied

Grade 11, English, (Academic) ENG3U

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

Prerequisite: English Grade 10 ENG2D

Grade 11, English, (Applied) ENG3C

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, 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. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

Prerequisite: English Grade 10 ENG2D or ENG2P

Grade 11, Biology, (Academic) SBI3U

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulation, the diversity of living things, and the

anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.
Prerequisite: Science, Grade 10 SNC2D

Grade 11, Chemistry, (Academic) SCH3U
This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.
Prerequisite: Science, Grade 10 SNC2D

Grade 11, Physics, (Academic) SPH3U
This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.
Prerequisite: Science, Grade 10 SNC2D

Grade 11, Environmental Science, (University/ College Prep) SVN3M
This course provides you with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.
Prerequisite: Science, Grade 10 SNC2D or SNC2P

Grade 11, World History to the Fifteenth Century, (University/ College Prep) CHW3M
This course explores the history of various societies and civilizations around the world from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.
Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied

Grade 11, Understanding Canadian Law, (University/ College Prep) CLU3M
This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding of Canada's legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates.
Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied

Grade 11, Entrepreneurship: The Venture, (College Preparation) BDI3C
This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.
Prerequisite: None

Grade 11, Information & Communication Technology: The Digital Environment, BTA3O
This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies.
Prerequisite: None

Grade 11, Computer Engineering Technology (College / University Prep) TEJ3M
This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.
Prerequisite: None

Grade 11, Media Arts, Open ASM3O
This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works.
Prerequisite: None

Grade 11 Dynamics of Human Relationships, Open HHD3O
This course focuses on helping students understand the individual and group factors that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practise strategies for developing and maintaining healthy relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships.
Prerequisite: None.

Grade 11 Philosophy:The Big Questions, College/University HZB3M
This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.
Prerequisite: None.

GRADE 12 SELECTIONS

Grade 12, Advanced Functions, (University) MHF4U
This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.
Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

Grade 12, Mathematics of Data Management, (University) MDM4U
This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.
Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Grade 12, Calculus and Vectors, (University) MCV4U
This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.
Prerequisite: Functions, Grade 11, University Preparation, or taken concurrently

Grade 12 Mathematics for College Technology, (College Preparation) MCT4C
This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.
Prerequisite: Functions and Applications, Grade 11, University/College Preparation, or
Functions, Grade 11, University Preparation

Grade 12 Foundations for College Mathematics, (College Preparation) MAP4C
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.
Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation

Grade 12, English, (University) ENG4U
This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will 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 workplace.
Prerequisite: English, Grade 11, University Preparation

Grade 12, The Writer's Craft, (University) EWC4U
This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.
Prerequisite: English, Grade 11, University Preparation

Grade 12, English, (College Prep) ENG4C
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, Grade 11 ENG3U or ENG3C

Grade 12, Biology, (Academic) SBI4U
This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields.
Prerequisite: Biology, Grade 11, University Preparation SBI3U

Grade 12, Canadian and World Issues: A Geographic Analysis(University) CGW4U
This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and

communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

Grade 12, World History the West and the World,(University) CHY4U
This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

Grade 12, Chemistry, (University) SCH4U
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.
Prerequisite: Chemistry, Grade 11, University Preparation SCH3U

Grade 12, Physics,(University) SPH4U
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: Physics, Grade 11, University Preparation SPH3U

Grade 12, Earth and Space Science, (University) SES4U
This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.
Prerequisite: Science, Grade 10, Academic

Grade 12, Business Leadership: Management Fundamentals,(University/College Prep) BOH4M
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

Grade 12, International Business Fundamentals (University/College Preparation) BBB4M
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

Grade 12, Computer Engineering Technology (College. University Prep) TEJ4M
This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.
Prerequisite: Computer Engineering Technology, Grade 11,University/College Preparation

Communications Technology: Digital Imagery and Web Design (Open) TGJ4O
This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. 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 photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology, and will explore postsecondary education, training, and career opportunities.
Prerequisite: None

4.3 Prerequisite Courses

The Grade 9 and 10 program builds on the elementary program, relying on the same fundamental principles on which that program was based. It is expected that the student will have a thorough understanding of concepts, vocabulary and procedures in each discipline mastered at the elementary level that will enable them to apply their knowledge and skills and further their learning successfully. If the student has a learning gap in a particular skill set, remedial upgrading will be provided to bridge the gap, ensuring the successful completion of the successive course requirements.

Prerequisites for Grade 11 and 12 courses are specified in the curriculum policy documents for the various disciplines. A student who has completed a course of one type in a particular subject and grade that does not meet a stated prerequisite for a course in the same subject in the next grade may take remedial upgrading that bridges the gap between the course completed and the course of the type designated as a prerequisite. This remedial work is not considered Transfer courses but will enable students to achieve the expectations not covered in one course type but required.

We do not offer the option to substitute prerequisites for compulsory courses. The level of knowledge and understanding required without these prerequisites will only lead to frustration with the current chosen courses, and ultimately, failure. Prior Learning Assessment and Recognition (PLAR) is recognized on an individual bases, and only after the student demonstrates evidence of at least a Level 3 achievement in written Summative tests written here.

5. Ontario Student Records and Transcripts

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

Each student's Ontario Student Record (OSR) folder will contain a copy of any relevant previous records, IEP documents, attendance records and reports, and their current Contract of Behaviour and Accountability. A completed Provincial Report Card (all pages), or an exact copy of it, will also be placed in the student's OSR folder following each reporting period.

An official Ontario Student Transcript (OST) contains both successful and unsuccessful attempts at completing Grade 11 and 12 courses. The OST will include:

- all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses completed or attempted* by the student, with percentage grades obtained and credits earned;
- all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OSS or through the equivalency process under OSIS;
- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements;
- confirmation that the student has completed the forty hours of community involvement;
- confirmation that the student has successfully completed the provincial secondary school literacy requirement

***** For Grade 9 and 10 courses, transcript entries will be made only for courses that the student has successfully completed. For Grade 11 and 12 courses, an entry will be made for all courses that the student has completed or attempted – that is, courses successfully completed, courses repeated, courses failed, and courses from which the student has withdrawn.

6. Achievement and Accreditation

6.1 Classroom Practices: Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps us to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide us in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs. Assessment is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, we provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, we use assessment and evaluation strategies that:

a. address both what students learn and how well they learn;
b. are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline;–
c. are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
d. are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
e. are fair to all students;
f. accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan
g. accommodate the needs of students who are learning the language of instruction
h. ensure that each student is given clear directions for improvement;
i. promote students' ability to assess their own learning and to set specific goals;

6.2 Achievement of Curriculum Expectations

The final percentage grade for all courses will be derived as follows:

- 70% of the grade will be based on 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 on 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. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

6.3 Late or Missed Assignments

It is important to submit assignments for evaluation when they are due . There are consequences for students who submit assignments late or fail to submit assignments;

- The student will be given the opportunity to submit missed work, and may be evaluated with up to 5% for lateness. Missed assignments will be graded with a zero

6.4 Attendance

The Flex School™ Secondary Programme is offered to students from Monday to Friday. Also offered is Flex Elementary, Homework Club and tutoring with pre-arranged set times of instruction. These programs run all year long.

The student's time is accountable on a daily basis weekdays, with flexibility. There is an individualized attendance schedule and Contract of Behaviour and Expectations in place so each youth and/or parent understands and agrees to the expectation of accountability placed on them. We are all willing to support and advocate when necessary; their part is to participate and fulfill those expectations. A sample is attached. The student must complete the sign-in/sign-out log sheet as validation of attendance counting towards the 110 hours study requirement minimum to attain the credit.

7. Program Planning and Delivery

7.1 Course Outline

The curriculum for the secondary school includes the core academic disciplines as defined by the Ontario Ministry of Education. Each curriculum grade level course consists of 12 Units and various supplementary learning materials as defined in the individual Course Outlines. Each course is structured to be completed in 110 hours minimum of instructional and self-study time; however, this will vary according to the student's ability and motivation, and the amount of remedial study is required to attain the prerequisite level.

With all of our curriculum, students are guided through the lessons at their own pace, giving them the chance to master concepts before moving on to more challenging lessons. The combination of these sources allows **Above & Beyond Inc**. the ability to be creative in our learning approach. We recognise that there needs to be an unconventional savvy with youth to encourage learning and to help them succeed. Each student is unique in the way they absorb knowledge and we recognize that each requires their learning to be tailored to their individual strengths and weaknesses.

Specific course outlines can be obtained by requesting a copy from either the school guidance administrator or subject department head. Ontario curriculum policy documents can be viewed, downloaded or printed off from the Ontario Ministry of Education website at www.edu.gov.on.ca.