



WE International Academy School Course Calendar 2018 - 2019

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OUR SCHOOL

WE International Academy (WEIA)

At WE International Academy we offer quality education and dedicated service to international and local high school students that prepares students for post-secondary education. The fulfillment of our program requirements leads to an Ontario Secondary School Diploma, necessary for post-secondary institutes education.

The Value of an Ontario Secondary School Diploma

Almost every job today requires computer, numeracy, and literacy skills. Human Resources and Skills Development Canada (HRSDC) estimates those with a high school diploma earn an average 25% more than those who have not completed high school. Earning an OSSD halves the chances one will be unemployed. There is also a direct relationship between education and overall health: the less education, the poorer one's health (Wellesley Institute).

With this in mind, the Ontario government mandates students to remain in secondary school until they have reached the age of 18 or have obtained an Ontario Secondary School Diploma (OSSD). Further, the OSSD is key to gaining admission to an Ontario college or university for further educational opportunities. WEIA is committed to reaching every student to help him or her achieve a successful outcome from the secondary school experience.

WEIA's Goals and Philosophy

The mission of WE International Academy is to provide all its students with an optimal learning environment and to give international students an understanding and appreciation of Canada's cultural values. WEIA takes special care with international students to ensure that they are equipped with the skills necessary to be successful in their post-secondary studies; for example, time management, organization, problem-solving communication, pronunciation, public speaking, essay writing and research skills.

Most international students require daily immersion in English to help them cope with everyday life in Canada, and to help them achieve good academic results. WEIA creates an environment in which these students are encouraged to use English as part of their normal daily routine. To support students, appropriate instructional and academic accommodations are made to help students gain proficiency in English. In addition to the Ontario secondary school curriculum, WEIA also utilizes and IELTS Preparatory programs that develop and benefit our students' English and academic skills.

WE International Academy promotes respect, civility, responsible citizenship, and academic excellence. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted.

Online School Organization

WE International Academy is a private high school offering personalized education, small class sizes and experiential learning.

At present, one online course – the OSSLC is offered from February to May. In the future the online program will have three semesters; September to December, January to April, and May through June.

Mid-term and final reports are issued each semester. Mid-term reports occur approximately half way through the semester and final reports after the completion of the semester.

To accommodate students' classes in China, we propose the following timetable:

Daylight Standard Time	Start – EST	End – EST	Start China	End China
Period 1	7:00 PM	8:35 PM	7:00 AM	8:35 AM
Break	8:35 PM	8:45 PM	8:35 AM	8:45 AM
Period 2	8:45 PM	10:20 PM	8:45 AM	10:20 AM
Period 3	7:00 AM	8:35 AM	7:00 PM	8:35 PM
Break	8:35 AM	8:45 AM	8:35 PM	8:45 PM
Period 4	8:45 AM	10:20 AM	8:45 PM	10:20 PM

Standard Time	Start – EST	End – EST	Start China	End China
Period 1	6:00 PM	7:35 PM	7:00 AM	8:35 AM
Break	7:35 PM	7:45 PM	8:35 AM	8:45 AM
Period 2	7:45 PM	9:20 PM	8:45 AM	10:20 AM
Period 3	6:00 AM	7:35 AM	7:00 PM	8:35 PM
Break	7:35 AM	7:45 AM	8:35 PM	8:45 PM
Period 4	7:45 AM	9:20 AM	8:45 PM	10:20 PM

VIRTUAL SCHOOL CONSIDERATIONS

Format Delivery

Instruction will be delivered in a combination of synchronous and asynchronous formats. For real-time classes, students are expected to log on at the designated time each day using the Zoom conferencing link. At times students may be asked to silence their microphones, however, their camera must be on for the duration of the class.

The synchronous format will be further enhanced with asynchronous discussions as part of homework or assessments. Asynchronous material is meant to enhance the classroom experience and not deter students from attending class. Collectively, the synchronous and asynchronous components will constitute the 110 hours required for a full credit course.

Software and Hardware Requirements

Students are expected to have their own technology that connects to the internet and can access Schoology, an online Learning Management System, and Zoom, a video conferencing software. With Schoology, students will be able to access handouts and assignments, and also submit their work for evaluation. Conversations and observations will take place virtually through Zoom. To that end, students must ensure that their computer has a working microphone and camera, whether built in or as added accessories. A minimum of 4GB of RAM and at least 2GB of storage space for each course of study is necessary.

SCHOOL CODE OF CONDUCT

School Attendance* and Achievement

**Please refer to the online attendance policy that is specific to each course.*

Students are expected to adhere to the attendance policy outlined herein and any expectations determined by the administration team. Regular attendance at school is critical for the student's learning and achievement of course expectations. WE International Academy will not grant credits to students who have missed more than 10 classes (i.e. not logging into Zoom during scheduled class time), without reason substantiated by appropriate documentation. Letters will be handed out to students and/or to parents the day after their third and fifth absence as a warning that the student's credit will be in jeopardy if unexplainable absences continue. A final warning will ensue the day after the seventh absence as a final warning. No other warnings will be provided. At 20 absences, a student and/or their parents will be notified that the student has forfeited their credit.

Where, in the principal's judgment, a student is jeopardizing his or her successful completion of a course due to frequent absences from school, the principal and appropriate personnel may conference with the student and/or the parents to explain the potential consequences of the absences, (including failure to earn credits), and discuss steps that could be taken to improve attendance.

If absent, the student must mitigate the effects of lost instructional time by connecting with his/her teacher(s) who will be able to provide the appropriate instruction and/or resources. Students are responsible for completing all homework, assignments, assessments, and other products of learning missed due to an absence. If a student knows of an impending absence, s/he should coordinate with the teacher(s) affected. Any missed assessments for, as, and of learning, including, but not limited to, homework, assignments, projects, presentations, self-assessments, tests, and quizzes, must be taken on the first day the student returns to school.

Student Responsibilities

All students are expected to here to the following responsibilities:

1. Full-time students are expected to earn 7-10 credits per academic year.
2. Students are expected to achieve a minimum of 60% in all their coursework.
3. Students are expected to complete their course work, including, but not limited to, homework, assignments, projects, presentations, tests, quizzes, and exams, to the best of their skills and abilities.
4. Students are expected to seek assistance when required.
5. Students must participate in school activities and clubs.
6. Students must inform the office if they move.
7. Students must respect and adhere to the classroom policies and procedures of each teacher.

Failure to comply with any or all of these responsibilities may be grounds for dismissal.

Homework

At WEIA, we believe that classroom instruction is invaluable as is the experience and knowledge of the instructor. Students learn best through feedback by their teachers and peers engaged in stimulating learning opportunities. It is for this reason that students engage in the learning process at school. However, there may be times teachers will require students to extend their learning beyond the classroom environment. Homework is a viable option for teachers to provide students with the opportunity to slow down and concentrate and practice on the material covered in class, re-evaluate their efforts and output, make corrections, discover new questions to explore, research new ideas, and prepare for subsequent planned learning. Further, students may use homework time to complete unfinished classwork or prepare for an assessment.

Deadlines: Late and Missed Assignments

One of the most crucial skills that educators are tasked to teach, is time management. Our staff will work with students to effectively plan and execute all products of learning so that students develop effective time management skills. If a student misses a deadline, a penalty of 10% will be deducted off of their assessment. Our goal is not to be punitive, but rather discourage students from avoiding their work and being inundated by subsequently assigned work. Should a student be able to provide a note from a medical practitioner excusing the missed deadline, the teacher will take this into consideration and decide if an extension will be granted without penalty until an agreed upon revised deadline. Late and missed assignments will be noted on the report card representing a student's development of learning skills and work habits. As per the

Growing Success document, the penalties awarded for late assignments will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.

Academic Integrity

Academic integrity is being truthful in one's schooling. Cheating is usually defined as the act of practicing deceit or breaking the rules. In the context of assessment of learning, cheating is defined as the deviation from the behaviour expected in an assessment of learning situation.

Some examples are:

- copying another student's homework
- using another student's work on any assessment of learning
- bringing unauthorized notes or notations into an assessment of learning
- asking for or giving someone an answer during an assessment of learning
- unauthorized use of electronic media during an assessment of learning
- presenting assessment of learning that has been completed by someone else as one's own.

There are severe and potentially permanent consequences for a lack of academic integrity:

- loss of credibility (reputation);
- mark penalty up to 100% (awarded zero) on the assessment in question;
- other staff members are alerted.

Plagiarism

Plagiarism is the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work (Growing Success, 2010, p.151). It can take many forms, including:

- submitting an assessment of learning written by someone else, e.g., buying an essay, downloading an essay, someone else completing the assessment of learning, copying or using work or homework done by another;
- piecing together material from one or several sources and adding only linking words or sentences;
- quoting or paraphrasing material without citing the source, including, books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs, and drawings in print or electronic form;
- copying and pasting from the Internet or other electronic sites without citing the source;
- omitting quotation marks for direct quotations even if the sources have been cited.

There are severe and potentially permanent consequences for a lack of academic integrity:

- loss of credibility (reputation);
- mark penalty up to 100% (awarded zero) on the assessment in question;
- other staff members are alerted.

Behaviour

All members of the school community are expected to maintain the following standards of behaviour:

- respect and comply with all applicable federal, provincial and municipal laws;
- if a student is living with a host family, the student must respect and adhere to all reasonably established rules by the host family;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is a disagreement (disagreements are dealt with in a mature fashion through discussion and compromise);
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, gender, gender identity, family or marital status, sexual orientation, creed (faith), socio-economic status, same sex partnership status, age, or disability;
- respect the rights of others;
- respect persons who are in a position of authority (i.e. administration team, office staff, and teachers);
- respect the need of others to work in an environment of learning and teaching

Failure to comply with any or all of these expectations may be grounds for dismissal.

Cellular Phones and Messaging Apps

All personal communication devices must be powered off and stored out of view during class. Text messages or notifications via social media apps and websites, must be disabled on all tablets and/or personal computers used during class time.

Acceptable Use Policy

Students are expected to use their technology in a manner that benefits their educational experience and will distract them, or others, from achieving their daily work/learning outcomes. Any resources provided digitally for the purpose of instruction and classroom learning will be the sole proprietorship of WEIA and must not be misrepresented in or out of the classroom, nor used for personal gain. WEIA retains the right to investigate students' personal devices if there is reason to believe that the technology is being misused as delineated in this policy. The following is an extensive list, but not exhaustive, of the activities that constitute a breach WEIA's Acceptable Use Policy. It is a violation of WEIA's policy to:

- access WEIA's information or accounts without authorization
- use another individual's information technology account with or without the individual's permission
- grant another individual access to one's own information technology account by sharing a password or by any other means
- use IT Resources to intentionally interfere with the work of other students, faculty members or WEIA officials

- access, create, publish or communicate information that is obscene, pornographic, abusive, defamatory, derogatory, threatening, violent or harassing via email or world-wide web information pages
- display, transmit, distribute or make available information that expresses or implies discrimination or an intention to discriminate
- use IT Resources to intentionally interfere with the normal operation of IT Resources including, but not limited to, flooding the network with messages, sending chain letters or pyramid solicitations, spreading viruses, etc.
- use, disclose, copy, modify or delete information stored on IT Resources without authorization
- use IT Resources for personal commercial or financial gain or for political causes
- gather other individuals' personal information under false pretences or for unlawful gain

While enrolled with WEIA, students engaging in social networking with the intent to publish information on the internet, must abide by the above rules. WEIA strictly prohibits the following activities:

- Publishing any WEIA information on social networking or the Internet that is confidential and has not been approved for public disclosure
- Implicitly or explicitly giving the impression that comments, opinions, statements made on social networking or the Internet represent the views/beliefs/stance of WEIA without prior approval from WEIA
- Publishing comments, opinions or statements that are likely to adversely affect WEIA's reputation or otherwise affect its ability to achieve its mandate
- Publishing comments, opinions or statements that are likely to interfere with employees' or students' rights

Note that publishing information on social networking that can only be accessed by a limited number of people is still "publishing" under this Policy.

Progressive Discipline

If a student breaches the code of conduct, progressive discipline techniques will be applied that shift the focus from being solely punitive to being corrective and supportive. Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate actions. Learning opportunities reinforce positive behaviour and help students make better choices. Members of the administration and/or guidance team will assist the student through their challenges. Intervention may include:

- Discussion with a teacher, member of the support staff, guidance counsellor, or principal
- Attendance / performance/ behaviour contracts
- Reflection sheet
- Parental contact and involvement in applying an appropriate remedy
- Loss of privilege to participate in specified school activities
- Written or oral apology
- Detention, suspension, or expulsion

MATRICULATION & ACADEMIC REQUIREMENTS

Ontario Secondary School Diploma (OSSD) Requirements

To obtain an OSSD, a student must earn a total of 30 credits, 18 of which are compulsory:

- 4 credits in English (1 credit per grade)*
- 1 credit in French as a second language
- 3 credits in mathematics (at least one in Gr. 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- .5 credits in civics
- .5 credits in career studies

In addition to the above criteria, students must earn one credit from each of the following groups:

Group 1: additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or co-operative education.***

Group 2: additional credit in health and physical education, or the arts, or business studies, or French as a second language, ** or cooperative education.***

Group 3: additional credit in science (Grade 11 or 12), or technological education, or French as a second language, ** or computer studies, or cooperative education.***

In addition, students must complete:

- 12 optional credits;
- complete 40 hours of community involvement activities;
- successfully complete the provincial secondary school 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 can count as compulsory credits.

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

ESL Placement Procedures

According to the English Language Learners ESL and ELD Programs and Services document (2007), WEIA will consider the educational background of all English language learners in determining their placement using English and mathematical diagnostic tests. Further, the

number of credits that may be granted for prior learning using the PLAR process outlined in this document that is in accordance with Ministry policy, will be afforded to each English language learner. Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision, and the rationale for the placement, to the student and parents. The document will be kept on file within the student's OSR.

The Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The results will highlight specific areas in which these latter students need remediation.

The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, typically in the spring. Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9 unless a deferral is granted by the principal. 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.

Students who are English language learners may be entitled to special provisions such as more time for completion. For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test. A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time the test is administered.

Deferrals of the Test

Deferrals are intended for students who have not yet acquired a level of proficiency in English to successfully complete the test. Such students could include some students who have been identified as exceptional; students who are registered in English as a second language/English literacy development (ESL/ELD) courses; and students who were not successful in acquiring the reading and writing skills appropriate to Grade 9. Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances. Documentation must be submitted to the principal of the school in such cases.

Community Involvement

WE International Academy is responsible for the implementation of community involvement activities. Each student is responsible for finding and completing 40 hours of volunteer work or as many designated by the principal at the time of the PLAR process. WE International Academy will not be involved in finding volunteer placements for students or monitoring students while they are completing their volunteer work. Students will be advised as to the

requirements and procedures for completing the community involvement hours by the guidance department and provided the appropriate forms. Once a suitable activity and location has been chosen, the student must obtain the principal's approval before commencing their placement.

Listed below are both eligible activities as outlined by WEIA and ineligible that have been definitively defined by the Ministry of Education.

Eligible Community Activities

Eligible activities are those activities that provide services to improve the community or well-being of its members and may be performed for not-for-profit organizations. If an activity does not fall within the categories approved by WEIA, and is not on the list of ineligible activities, students must obtain written approval from the principal before beginning the activity.

Elementary Schools

- assist with school events, assist School Councils, activities for children;

Secondary Schools

- organization and leadership of school activities that benefit the community;

Animal Care

- volunteering in a zoo, animal shelter, or on a farm;

Arts and Culture

- volunteering in galleries, libraries, community productions;

Charitable Organizations

- assisting with special events, programs, clerical tasks;

Child/Youth Programs

- assisting with child/youth programs, volunteering in a **not-for-profit** child care centre or camp;

Community Organizations

- assisting with special events, food banks, community support services, shelters, clerical tasks;

Community Service for Individuals

- assisting community members in need;

Environmental Projects

- flower/tree planting, beautification projects, recycling projects, recycling depot;

Health Agencies

- volunteering in hospitals, hospices, Canadian Blood Services (volunteering to organize or assist with a blood donor clinic), donating blood (time required to donate);

Law Enforcement Agencies

- volunteering for activities sponsored by the police;

Political Organizations

- activities related to legitimate and recognized political organizations, municipal, provincial and federal political activities except for trustees associated with boards of education;

Religious Organizations

- assisting with programs, special events;

Senior Citizens

- assisting in seniors' residences, providing services for seniors in the community;

Sports and Recreation

- coaching, organizing special events, assisting with projects/events; or

Service Focused Club Activities

- those activities that expand community service to others beyond the school day (holiday dinner participation, environmental action activities, etc.).

If an eligible activity also falls within the definition of ineligible activities, the activity will be deemed ineligible. Activities at for-profit organizations, such as private camps, child care centres, or farms will not be eligible.

Ministry of Education List of Ineligible Activities

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

- is a requirement of a class or course in which the student is enrolled (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 a student's lunch break or "spare" period 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 person;
- involves handling of substances classed as "designated substances" under the Occupation Health and Safety Act;
- requires the knowledge of a trades-person whose trade is regulated by the provincial government;
- involves banking or handling of securities, or the handling of jewelry, works of art, antiques or other valuables;

- consists of duties normally performed in the home (i.e. daily chores), or personal recreational activities;
- involves activities for a court-ordered program (e.g. community-service program for young offenders, probationary program).

Prerequisites

For some courses, the Ontario Ministry of Education requires students to successfully complete a preceding lower level course. The Principal may allow a prerequisite to be waived once a written request has been received and there is sufficient evidence to suggest s/he has the skills necessary for success in the desired course. Parent(s), the student, and the appropriate school staff may be consulted before a decision is made. Approval forms will be kept on file within the student's OSR.

Substitutions for Compulsory Courses

Substitutions may be made for a limited number of compulsory credits, from the remaining courses that meet the compulsory credit requirements that are offered by the school. To meet individual students' needs, the principal may replace up to three compulsory courses (or the equivalent in half courses). A maximum of one credit earned for a learning strategies course may be used through substitution to meet a compulsory credit requirement. Each substitution will be noted on the student's Ontario Student Transcript. Co-operative Education credits may not be used as a substitute for compulsory credits. Approval forms will be kept on file within the student's OSR.

Equivalency Policy

For regular day school students who are transferring from home schooling, a non- inspected private school, or a school outside Ontario, the principal will grant equivalency credits for placement purposes through the Prior Learning Assessment and Recognition(PLAR) process, based on their evaluation of the student's previous learning(see section 7.2.5.1 OS K-12). Equivalency credits will be recorded on the student's Ontario Student Transcript. (For information about determining equivalency credits for mature students, see section 7.2.5.2, "Prior Learning Assessment and Recognition[PLAR] for Mature Students".)

The principal will use the following table as a guide to determine the number of credits and additional graduation requirements that a student must complete to qualify for the Ontario Secondary School Diploma(OSSD)under OS: K-12.

Requirements to qualify for the OSSD, Where Student has normally completed:	Grade 9	Grade 10	Grade 11	More than Grade 11
Number of years successfully completed in a secondary school program	1	2	3	more than 3
Minimum number of credits, in total, still to be earned towards the OSSD	22	14	7	4
Minimum number of compulsory credits still to be earned and requirements to be met:				
• English	3	2	1	1 ^a
• mathematics	2	1	0	0
• science	1	0	0	0
Literacy graduation requirement	Required	Required	Required	Required
Community	40 hours	–	–	–

a. The compulsory English credit for Grade 12 is required if it is equivalent has not already been earned.

b. The principal will determine the number of hours of community involvement required for students who have successfully completed two or more years in a secondary school program.

In addition to the requirements identified above, the principal will ensure that the following requirements are met:

✦ A student who has no previous Ontario credits but who has successfully completed more than three years of secondary school is required to earn a minimum of four credits in Grade 11 or Grade 12 courses before being recommended for the OSSD under OS K-12

✦ A student who has successfully completed more than three years of secondary school education, has previously earned at least three Ontario credits, and has returned to the Ontario educational system may qualify for the OSSD under OS K-12 by completing a minimum of one Grade 11 or Grade 12 credit.

Note: WEIA does not offer PLAR for challenge. Should extenuating circumstances present themselves, the student may present his/her case to the principal for consideration.

Factors the principal will consider when making a decision for the PLAR:

1. Even though a student may identify themselves as English speakers, their understanding and production of standard English may be affected by the way English is used in their own language communities. As a result, students may not have the English language proficiency to successfully take courses at their grade level regardless whether they satisfy the equivalency. For example, a student having completed grade 10 in their home country may receive up to 16 equivalencies and satisfy the pre-requisites for many grade 11 courses. However, the principal may advise and/or place the student in courses that best suits his/her academic and language development to be successful at higher level courses, and therefore, may not grant certain equivalencies (i.e. English courses taken in the student's home country).

After appropriate assessment, the principal, in consultation with staff, will give the student and parents his/her professional opinion and rationale for suitable placement. An Academic Educational Plan, beginning from the time of entrance through to graduation, will also be constructed and provided to both the students and parents.

2. 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.

Note: Ontario Secondary School Diploma requirements apply to all students who do not have credits who enter or are placed in Grade 11 in 2001 and Grade 12 in 2002, as well as to those who entered or were placed in Grade 9 in 1999 and Grade 10 in 2000.

Definition of a Credit

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. A half credit may be granted for each 55-hour part of a 110-hour ministry developed course. Credits are granted to students by the principal of a secondary school on behalf of the Minister of Education.

Course Types

WEIA may offer three types of Grade 9/10 courses, based upon demand: Academic, Applied, and Open.

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

Applied courses 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 studied.

Open Courses comprise a set of expectations that are appropriate for all students. They are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. Open Courses are not designed with the specific requirements of university, college, or the workplace in mind.

Grade 11 and 12 Courses

WEIA may offer five types of Grade 11/12 courses, based upon demand: College preparation, University preparation, University/college preparation, Workplace preparation, and Open.

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

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.

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 workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Open Courses comprise a set of expectations that are appropriate for all students. They are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. Open Courses are not designed with the specific requirements of university, college, or the workplace in mind.

The Course Coding System

Each course is assigned a five-character code by the Ministry of Education.

Code Characters	Explanation	Example - ENG2D
1 st , 2 nd , and 3 rd	Subject discipline of the course in letters	“ENG” represents English
4 th	Grade level as a number: 1--Grade 9 2--Grade 10 3--Grade 11 4--Grade 12	2Grade 10
5 th	Type of course as a letter: D....Academic O....Open M....University/College U.... University C.... College	DAcademic

In the case of ESL/ELD, and classical/international language courses, the 4th character (A, B, C, D, E) refers to a level of proficiency.

Courses of Study

Copies of course outlines are available upon request. Course offerings are subject to sufficient enrollment. Other courses may be available upon request.

Ontario policy curriculum documents in each subject area are available through the Ministry of Education website at www.edu.gov.on.ca/.

Access to Outlines of the Courses of Study

The principal of WEIA will retain on file up-to-date copies of the outlines of all of the courses of study for courses offered at the school. These course outlines will be available at the school for parents and students to examine.

Changing Courses

Students who wish to change courses after the semester has begun may only do so with permission from the subject teacher and principal. The requests must occur before five class periods have passed.

Changing Course Types

A student may enroll in a different type of course in a given subject in Grade 10 than the type s/he completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. Mathematics is exceptional. The sole prerequisite for Grade 10

academic mathematics is Grade 9 academic mathematics, or the designated transfer 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 the prerequisite. If the student has not done so, s/he may take a prerequisite through summer school, night school, e-learning, an Independent Learning Centre, or independent study. If the principal believes that a student can be successful in a particular course without having the prerequisite, the principal may waive the prerequisite.

Access to Ontario Curriculum Policy Document

An appointment should be made with the principal for information to gain access to Ontario curriculum policy documents or visit

http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

ASSESSMENT, EVALUATION, & REPORTING

All assessment and evaluation are based upon the following Ministry of Education documents:

- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010
- Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011
- Subject specific Ministry curriculum documents

Assessment is based on, but not limited to, a combination of class work, regular class tests, assignments, and examinations. Examinations are written at the end of each semester and is the final evaluation for all courses comprising 30% of the total grade. The remaining 70% is for summative assessment and evaluations conducted throughout the course.

Assessment and evaluation is based on the provincial expectations and achievement levels, using the achievement chart as a framework as outlined in provincial curriculum documents. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades.

The achievement chart includes the following four categories:

- **Knowledge and Understanding:** Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
- **Thinking:** The use of critical and creative thinking skills and/or processes
- **Communication:** The conveying of meaning through various forms
- **Application:** The use of knowledge and skills to make connections within and between various contexts (Growing Success, 2010)

The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

Achievement Levels

Percentage Grade Range	Achievement Level	Summary Description
80 - 100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard, but not beyond grade level.
70 - 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 - 69%	Level 2	A moderate level of achievement. Achievement is below, but approaching the provincial standard.
50 - 59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

Final Course Grade for Grades 9 - 12

A final grade is determined as follows:

- 70% of the grade is based on assessments of learning conducted throughout the course (conversation- observation- or product-based - the most recent and consistent assessments will be used for the final evaluation.);
- 30% of the grade is based on a final assessment of learning that must be completed towards the end of the course. It will be consistent with the assessment experienced throughout the course.

Report Cards

WEIA will issue two reports during each semester: the mid-term report and final report card. Copies of the reports are retained in the Ontario Student Record (OSR) folder and the originals are given to the students. We believe that reports are not the sole means of alerting parents to concerns about a student's performance or behavior. Teachers are encouraged to contact parents directly, or, with the assistance of the principal and office staff, and regularly.

Each report will indicate the number of absences the student has accumulated in each course. The teacher for each subject will provide anecdotal comments as to the student's strengths, opportunities, and next steps as well as report the student's achievement of the learning skills and work habits. The report card will reflect the student's achievement of the curriculum expectations through the designated course as well as their development of the learning skills and work habits. The final report card will include the achievement recorded from the mid-term report and will reflect the result of the final examination in the grade.

Ontario Student Record (OSR)

An Ontario Student Record (OSR) file is maintained for each student. This record is a basic element in the process of monitoring a student's progress through school. Once a student's progress and achievement have been measured and evaluated, they are recorded in the OSR. Other data recorded include date of birth, Social Insurance Number, Ontario Education Number (OEN), schools attended, and names of parents/guardians. In addition to the principal, teachers, and guidance department, a student and his/her parents/guardian may have access to the student's OSR.

Information from an OSR may be used to assist in the preparation of a report required under the Education Act or the regulations made under it. Information from an OSR may also be used in the preparation of a report for an application for further education or an application for employment, if a written request for such a report is made by an adult student, a former student, or the parent(s) of a student. The OSR's will be stored in a secured room and locked filing cabinet within the school's premises and reviewed on a regular basis to ensure that they remain conducive to the improvement of the instruction of the student. Reviews will typically occur during the insertion of the final report card in the first and second semesters.

Any personal information placed in an OSR will be retained for at least one year after use, unless the principal receives written consent to its earlier disposal. Report Cards, the documentation file, and any additional information that is identified by WEIA as appropriate for retention will be retained for 5 years after a student retires from school. The OSR folder, the OST, and the office index card will be retained for 55 years after a student retires from school. A student retires from school when he or she ceases to be enrolled at WEIA. A student is not considered to have retired if he or she (a) withdraws for a temporary period with the written consent of the principal, or (b) transfers to another school in Ontario. The destruction of all or any part of the OSR when its retention is no longer required will occur under conditions that ensure the complete and confidential disposal of the record using the latest in machine shredding technology.

In the situation that a parent/guardian has an issue with any information residing in the OSR, s/he must contact the principal in writing and state reasons as to why the information should be excluded. The principal will take this into consideration. If the principal disagrees, the parent/guardian will have the option to contact the school's supervisory officer at the Ministry of Education. The Supervisory Officer's decision will be final.

The transfer of the OSR means the transfer of all parts of the OSR other than the office index card. When a student transfers to another school in Ontario, the receiving school will be sent written notification of the student's transfer indicating that the student's OSR will be sent upon receipt of an official written request. Should a student transfer to a school outside of Ontario, only a copy of the OSR may be sent upon receipt of an official written request from the receiving school. When an OSR or its copy is to be transferred, it will be sent by Priority Post or an equivalent delivery method that maintains confidentiality and guarantees prompt delivery.

Ontario Student Transcripts (OST)

The Ontario Student Transcript (OST) provides an official and consistent summary of student achievement in Ontario secondary school credit courses. As required by the Ministry of Education, detailed records of students' results are kept and full disclosure of all courses attempted in grades 11 and 12 will be reported on all Ontario Student Transcripts. The OST is available to students and parents/guardians (if the student is under 18), upon request.

After the student leaves school, the OST will be kept on file and a copy will be provided to the student upon graduation or leaving school. The record is maintained in case s/he ever needs an official report of marks, such as might be required by a college, university or employer. Marks will not be released by the school without the permission of the student or of a parent/guardian if the student is under 18 years of age.

Full Disclosure

The following procedures will be used upon withdrawal from a course and repetition of a course.

Grade 9 and 10

Withdrawals from Grade 9 and 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

Grades 11 and 12

All courses taken by the student at the Grade 11 and 12 levels, whether successfully completed or not, are recorded on the transcript. If a student withdraws from a course within five school days after receiving the first report card, the withdrawal will not be recorded. The OST will record a student's mark in a Grade 11 or 12 course dropped after this time. A withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The Student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

Repetition of a Course

Students who repeat a Grade 11 or 12 course will only earn one credit for the course. However, each attempt as well as the percentage grade obtained is recorded on the OST, and an 'R' is entered in the "Credit" column for the course(s) with the lower percentage grade.

Exam Procedures

Students will be informed in advance the location of the where they must write their examinations and must be prepared to travel to the correct destination.

Arrival: Students are expected to arrive at the designated examination centre a minimum of 30 minutes before their exam and bring appropriate ID that identifies them clearly. All students must wait in the lobby area until escorted inside the testing centre by a teacher.

Absence: Students missing an examination due to illness, bereavement or a court appearance must notify the school immediately. Students must provide verification by the appropriate authority (i.e. illness requires a doctor's note). Failure to produce a suitable certificate may result in a mark of zero. The school may verify information on medical certificates and statements. Students may be required to write the missed exam at a later date to be determined by the principal in consultation with the subject teacher.

Vacation time, employment and appointments must not be planned during the scheduled exam period. All exams must be written at the scheduled time and place.

Lates: Students who are late to an exam must report directly to the exam room and will be given only the time remaining on the examination in progress. Students who arrive after an examination is completed will NOT be permitted to write the examination and a mark of "0" will be assigned.

Further details will be provided to all students prior to the allotted examination days.

SUPPORTS & RESOURCES

WEIA supports and services are provided by its teachers, principal, and support staff. Support is widely available for course choices, study skills, career options, OUAC applications, preparation for provincial and other standard assessments.

All new English language learners are guided through an English language assessment to determine proper placement for their English and/or ESL courses.

English Language Learners Support

Learning opportunities to enable English language learners to develop proficiency in English are to be integrated into the curriculum in all subject areas. All teachers share in the responsibility for the English language development of these students. Teachers must adapt the instructional program to address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment. Appropriate adaptations include both modifications (see section 3.1.2) and accommodations such as specific teaching strategies. At the secondary level, English language learners may also need to take English as a second language (ESL) and/or English literacy development (ELD) courses.

The Guidance Program

Guidance is a vital and integral part of the high school program at REIA. The school provides the following services:

- Academic, personal and career counselling
- Course selection counselling
- Information from universities/colleges
- University, College applications
- Monitoring of student achievement, student educational plans (Individual Pathway Plan), orientation and exit programs

Parent's Responsibilities

Studies have shown that student performance improves when parents take an active role in their children's education. WEIA encourages parents to help monitor their child's progress by receiving regular feedback both from the student and the teachers. WEIA welcomes and supports parent inquiries.

Community Recourses/Resource Centre/Library

Students are referred to the local community public library and community resources/services.

WE INTERNATIONAL ACADEMY'S ACADEMIC SCHEDULE

The following courses may be offered to the students enrolled in the Elite Online Program that will help fulfill the necessary criteria for the successful completion of the Ontario Secondary School Diploma (OSSD). For further reading, Ontario policy curriculum documents in each subject area are available through the Ministry of Education website at www.edu.gov.on.ca/. The descriptions of WEIA's course offerings, including prerequisites and/or co-requisites are listed below.

Business:

Business Leadership: Management Fundamentals, Grade 12, University/College Preparation (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.

International Business Fundamentals, Grade 12, 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 post-secondary programs in business, including international business, marketing, and management.

English:

English, Grade 10 Academic (ENG2D)

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

Prerequisite: English, Grade 9, Academic or Applied

English, Grade 11 University Preparation (ENG3U)

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

Prerequisite: English, Grade 10 Academic, ENG2D

English, Grade 12 University Preparation (ENG4U)

This course emphasizes consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various time 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 ENG3U

Ontario Secondary School Literacy Course, Grade 12(OLC40)

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

Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

English as a Second Language and English Literacy Development:

English as a Second Language ESL, Level 1 Open (ESLAO)

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

phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

Prerequisite: None

English as a Second Language ESL, Level 2 Open (ESLBO)

This course extends students' listening, speaking, reading, and writing skills in English for every day 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 Level 1 or equivalent

English as a Second Language ESL, Level 3 Open (ESLCO)

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

Prerequisite: ESL Level 2 or equivalent

English as a Second Language ESL, Level 4 Open (ESLDO)

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

Prerequisite: ESL Level 3 or equivalent

English as a Second Language ESL, Level 5 Open (ESLEO)

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

Prerequisite: ESL Level 4 or equivalent

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 OSSLC before he or she has had a second opportunity to take 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.

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning assessment and Recognition policy. 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.

Mathematics:

Grade 11 Functions (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.

Grade 12 Advanced Functions, University Preparation (MHF4U)

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; 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.

Grade 12 Calculus and Vectors, University Preparation (MCV4U)

This course builds on students' previous experience with functions and their developing understanding 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.

Grade 12, Mathematics of Data Management (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.

Social Science and Humanities:

Grade 11 Gender Studies, University/College Preparation (HSG3M)

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

Prerequisite: None

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

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

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

Grade 12 World Cultures, University/College Preparation (HSC4M)

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.