



# Course

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# Calendar

# 2023-2024

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## TABLE OF CONTENTS

VISION STATEMENT .....	9
MISSION STATEMENT .....	9
OVERVIEW.....	9
ACADEMIC CALENDAR .....	10
CLASS SCHEDULES.....	15
ACADEMIC TIMETABLE AUGUST 2023 – JUNE 2024 .....	15
ACADEMIC TIMETABLE.....	15
GENERAL INFORMATION .....	16
OBJECTIVES OF SCHOOL.....	16
EQUAL EDUCATIONAL OPPORTUNITIES.....	16
THE ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) .....	16
GRANTED CREDITS .....	16
PARENT ACCESS TO ONTARIO CURRICULUM.....	16
DIPLOMA REQUIREMENTS.....	16
COMPULSORY CREDITS (TOTAL OF 18) .....	17
ELECTIVE CREDITS (TOTAL OF 12) .....	17
RATIONALE FOR EXEMPTION OF ONLINE eLEARNING GRADUATION REQUIREMENT .....	18
THE ONTARIO SECONDARY SCHOOL CERTIFICATE.....	18
THE CERTIFICATE OF ACCOMPLISHMENT .....	19
ONTARIO STUDENT TRANSCRIPTS .....	19
FULL DISCLOSURE.....	19
GRADES 9 AND 10 .....	19
ONTARIO STUDENT RECORDS.....	20
PROVINCIAL SECONDARY SCHOOL LITERACY DIPLOMA REQUIREMENT.....	20
ONTARIO SECONDARY SCHOOL LITERACY COURSE, GRADE 12 (OLC4O) .....	20
SPECIAL PROVISIONS FOR ENGLISH LEARNERS PERTAINING TO OSSLT .....	20
ACCOMMODATION OF THE TEST .....	21
DEFERRALS OF THE OSSLT.....	21
EXEMPTIONS FROM THE LITERACY GRADUATION REQUIREMENT .....	22

SUBSTITUTIONS FOR COMPULSORY COURSES .....	23
PREREQUISITE COURSES .....	23
PREREQUISIT .....	23
GUIDANCE AND CAREER EDUCATION PROGRAM.....	23
PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR).....	24
ACADEMIC MATTERS .....	25
COURSE DESCRIPTIONS AND PREREQUISITES.....	25
OUTLINES OF THE COURSES OF STUDY.....	25
ACADEMIC COURSES.....	25
APPLIED COURSES.....	25
OPEN COURSES .....	25
DESTREAMED COURSES .....	25
UNIVERSITY PREPARATION COURSES .....	26
UNIVERSITY/COLLEGE PREPARATION COURSES .....	26
COLLEGE PREPARATION COURSES.....	26
GRADING SYSTEM .....	26
MARK REPORTING/REPORT CARDS .....	26
IMMIGRATION REGULATIONS.....	26
GUIDELINE FOR DETERMINING EQUIVALENT EDUCATION CREDITS (PLE) .....	26
COURSE CHANGES.....	27
COURSE WITHDRAWAL POLICY.....	27
COURSES TAKEN OUTSIDE COLUMBIA.....	27
COMMUNITY INVOLVEMENT DIPLOMA REQUIREMENT .....	27
ASSESSMENT OF LEARNING POLICY.....	29
STATEMENT OF INTENT .....	29
POLICY .....	29
CONSEQUENCES FOR BREACH OF POLICY .....	29
ACADEMIC ASSIGNMENT POLICY.....	31
STATEMENT OF INTENT .....	31
POLICY .....	31
CONSEQUENCES FOR BREACH OF POLICY .....	31

ASSIGNING A ZERO/NO MARK .....	31
ASSIGNING ZEROS .....	31
ZERO AS A PLACEHOLDER .....	32
ZERO AS A GRADE .....	32
POSSIBLE REASONING FOR ENTERING A MARK OF ZERO .....	32
REASONS FOR ENTERING NM (NO MARK) .....	32
ACADEMIC INTEGRITY POLICY .....	33
STATEMENT OF INTENT .....	33
POLICY .....	33
RATIONALE FOR ACADEMIC INTEGRITY .....	33
CONSEQUENCES FOR BREACH OF POLICY .....	34
ACADEMIC CONDITIONS FOR GOOD STANDING .....	35
CIC ACADEMIC SUPPORT POLICY .....	36
PROGRAM PLANNING/SUPPORT FOR ENGLISH FOR ACADEMIC PREPARATION (EAP) .....	37
STUDENT SUCCESS .....	37
PROGRAM STRUCTURE .....	37
PROGRAM SCHEDULE .....	38
AUGUST AND JANUARY INTAKES .....	38
OCTOBER, MARCH, AND MAY INTAKES .....	39
EAP AND ACADEMIC ENGLISH PATHWAY .....	39
CREDITS .....	39
TUITION FEE .....	39
IMPROVED ENGLISH PROFECIENCY BEFORE ENROLMENT AT CIC .....	39
TECHNOLOGY POLICY .....	40
POLICY .....	40
STUDENT GUIDELINES .....	40
ONLINE SAFETY .....	41
CONSEQUENCES FOR BREACH OF POLICY .....	41
VIOLATIONS OF POLICY .....	41
DISCLAIMER .....	41
SOCIAL MEDIA AND ACCEPTABLE USE POLICY .....	42

STATEMENT OF INTENT .....	42
POLICY .....	42
CONSEQUENCES FOR BREACH OF POLICY .....	42
ACADEMIC DEPARTMENTS .....	43
ACADEMIC OFFICE.....	43
UNIVERSITY PLACEMENT AND GUIDANCE SERVICES.....	43
TUTORING .....	43
EXTERNAL TESTING OFFICE.....	43
STUDENT LEADERSHIP DEVELOPMENT OFFICE (SLD) .....	43
STUDENT RESPONSIBILITIES / CODE OF CONDUCT .....	44
ATTENDANCE POLICY .....	44
ATTENDANCE REQUIREMENT AND EXPECTATIONS.....	44
1. POLICY (ATTENDANCE).....	44
2. POLICY (MEDICAL).....	44
3. POLICY (AUTHORIZED ABSENCES).....	45
4. POLICY (LATES) .....	45
5. POLICY (CONSECUTIVE ABSENCES) .....	46
STUDENT BEHAVIOUR – ADMINISTRATIVE REGULATIONS.....	47
PROGRESSIVE DISCIPLINE POLICY .....	48
PROGRESSIVE SUPPORT AND CONSEQUENCES .....	48
SUSPENSION FROM SCHOOL .....	49
NON-READMISSION .....	49
SUMMARY OF COURSES OFFERED .....	50
COURSE CODE .....	51
PROGRESSION CHARTS .....	53
MATH PROGRESSION CHART .....	53
SCIENCE PROGRESSION CHART.....	53
COURSE DESCRIPTIONS.....	54
DRAMATIC ARTS.....	54
ADA3M DRAMA.....	54
ADA4M DRAMA .....	54

VISUAL ARTS.....	55
AVI10 VISUAL ARTS.....	55
AVI3M VISUAL ARTS.....	55
AVI4M VISUAL ARTS.....	56
AWD4M VISUAL ARTS – APPLIED DESIGN.....	56
MUSIC.....	57
AMI3M INSTRUMENTAL MUSIC.....	57
AMI4M INSTRUMENTAL MUSIC.....	57
AMV3M VOCAL MUSIC .....	58
AMV4M VOCAL MUSIC .....	58
BUSINESS.....	59
BTT10, BTT20 INFORMATION AND COMMUNICATION TECHNOLOGY IN BUSINESS .....	59
BBI10, BBI20 INTRODUCTION TO BUSINESS .....	59
BMI3C MARKETING GOODS, SERVICES, EVENTS.....	60
CIE3M THE INDIVIDUAL AND THE ECONOMY .....	60
BAF3M FINANCIAL ACCOUNTING FUNDAMENTALS.....	61
BAT4M FINANCIAL ACCOUNTING PRINCIPLES.....	61
BBB4M INTERNATIONAL BUSINESS FUNDAMENTALS .....	62
BOH4M BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS .....	62
IDC4U (IDC4A) SPORTS AND ENTERTAINMENT MARKETING .....	63
CIA4U ANALYSING CURRENT ECONOMIC ISSUES .....	63
CAREER STUDIES .....	64
GPP30 LEADERSHIP AND PEER SUPPORT .....	64
GLS10 LEARNING STRATEGIES 1: SKILLS FOR SUCCESS IN SECONDARY SCHOOL.....	64
HIF20 EXPLORING FAMILY STUDIES .....	65
GLC20 CAREER STUDIES .....	65
CHV20 CIVICS AND CITIZENSHIP.....	66
COMPUTER STUDIES .....	67
ICS3U INTRODUCTION TO COMPUTER SCIENCE.....	67
ICS4U COMPUTER SCIENCE.....	68
ENGLISH AS A SECOND LANGUAGE .....	69
	6

ESLAO ENGLISH AS A SECOND LANGUAGE LEVEL 1 .....	69
ESLBO ENGLISH AS A SECOND LANGUAGE LEVEL 2 .....	69
ESLCO ENGLISH AS A SECOND LANGUAGE LEVEL 3 .....	70
ESLDO ENGLISH AS A SECOND LANGUAGE LEVEL 4 .....	70
ESLEO ENGLISH AS A SECOND LANGUAGE LEVEL 5 .....	71
ENGLISH .....	72
ENL1W ENGLISH .....	72
ENG2D ENGLISH .....	72
ENG3C ENGLISH .....	73
ENG3U ENGLISH .....	73
ENG4C ENGLISH .....	74
ENG4U ENGLISH .....	74
EMS30 MEDIA STUDIES .....	75
OLC40 ONTARIO SECONDARY SCHOOL LITERACY COURSE .....	75
CANADIAN AND WORLD STUDIES .....	76
CGC1D ISSUES IN CANADIAN GEOGRAPHY .....	76
CGW4U WORLD ISSUES: A GEOGRAPHIC ANALYSIS .....	76
CHC2P CANADIAN HISTORY SINCE WORLD WAR I .....	77
CHY4U WORLD HISTORY SINCE THE FIFTEENTH CENTURY .....	77
CLN4U CANADIAN AND INTERNATIONAL LAW .....	78
HUMANITIES .....	79
HSP3U INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY & SOCIOLOGY .....	79
HSB4U CHALLENGE AND CHANGE IN SOCIETY .....	79
HHS4U FAMILIES IN CANADA .....	80
HFA4U NUTRITION AND HEALTH .....	80
HZT4U PHILOSOPHY: QUESTIONS AND THEORIES .....	81
IDC4U INTERDISCIPLINARY STUDIES .....	81
TFJ3C HOSPITALITY AND TOURISM .....	82
TFJ4C HOSPITALITY AND TOURISM .....	82
TECHNOLOGICAL EDUCATION .....	83

TEJ3M COMPUTER ENGINEERING TECHNOLOGY .....	83
TEJ4M COMPUTER ENGINEERING TECHNOLOGY .....	83
LANGUAGES .....	84
FSF10 CORE FRENCH.....	84
LKMDU CHINESE (MANDARIN) .....	84
MATHEMATICS.....	85
MTH1W MATHEMATICS .....	85
MPM2D PRINCIPLES OF MATHEMATICS.....	85
MFM2P FOUNDATIONS OF MATHEMATICS.....	86
MCR3U FUNCTIONS .....	86
MCF3M FUNCTIONS AND APPLICATIONS .....	87
MBF3C FOUNDATIONS FOR COLLEGE MATHEMATICS .....	87
MHF4U ADVANCED FUNCTIONS.....	88
MCV4U CALCULUS AND VECTORS .....	88
MDM4U MATHEMATICS OF DATA MANAGEMENT .....	89
MAP4C FOUNDATIONS FOR COLLEGE MATHEMATICS.....	89
SCIENCE .....	90
PPL20 HEALTHY ACTIVE LIVING EDUCATION .....	90
PPL30 HEALTHY ACTIVE LIVING EDUCATION .....	90
SNC1W SCIENCE.....	91
SNC2D SCIENCE .....	91
SBI3U BIOLOGY .....	92
SBI4U BIOLOGY .....	92
SCH3U CHEMISTRY.....	93
SCH4U CHEMISTRY.....	93
SPH3U PHYSICS .....	94
SPH4U PHYSICS .....	94



## VISION STATEMENT

To be the most caring school in the world.

## MISSION STATEMENT

Deliver peace of mind for parents & foster student success.

## OVERVIEW

A holistic education that addresses the complete development of a child's academic, social and emotional and physical needs.

## ACADEMIC CALENDAR

08/07/23 Monday	Civic Holiday
08/10-11/23 Thursday-Friday	Professional Development Day
08/14/23 Monday	8 and 16 week classes begin
08/15/23 Tuesday	Last day for 8 & 16 week returning students to change a course
08/17/23 Thursday	Last day for new 8 week students to add or change a course
08/21/23 Monday	Last day for new 16 week students to add or change a course
	8 week late registrants will be auditing with catch up
	Last Day for 8 week students to drop a course with 100% fees deferred
08/28/23 Monday	Last Day for 16 week students to drop a course with 100% fees deferred
	8 week late registrants will be auditing only
	16 week late registrants will be auditing with catch-up
09/04/23 Monday	Labour Day Holiday
09/08/23 Friday	Terry Fox / Early Release Day
09/11/23 Monday	Midterm marks for 8 week classes due 8:00 pm
	16 week late registrants will be auditing only
	Progress reports marks for 16 week classes due 8:00 pm
09/12/23 Tuesday	Progress reports for 16 week classes
09/13/23 Wednesday	Midterm reports for 8 week classes (EAP and Civics/Careers)
09/18/23 Monday	Last day to withdraw from an 8 week course with no mark "WN" shown
	Last day for 16 week courses 70% tuition fee deferral Withdrawn No Mark "WN" (on condition that all criteria are met as per policy)
09/19/23 Tuesday	Students withdrawing from an 8 week course will have mark "WM" shown
09/29/23 Friday	Last Day to withdraw from an 8 week course "average mark must be shown on a report card/transcript"
10/06/23 Friday	Midterm marks for 16 week classes / Final marks for 8 week classes due 8:00 pm
	Last day of instruction for 8 week classes
	Professional Development Day / Early Release Day
10/09/23 Monday	Thanksgiving Day Holiday

10/10/23 Tuesday	8 week October classes Begin
10/11/23 Wednesday	Midterm reports for 16 weeks classes
	Final reports for 8 week classes (EAP and Civics/Careers)
	Last day for returning 8 week students to change a course
10/13/23 Friday	Last day for new 8 week students to add or change a course
10/17/23 Tuesday	Last Day for 8 week students to drop a course with 100% fees deferred
	8 week late registrants will be auditing with catch up
10/18/23 Wednesday	Last day for 16 week courses 50% tuition fee deferral Withdrawn No Mark "WN" (on condition that all criteria are met as per policy)
	Last day to withdraw from a 16 week course with no mark "WN" shown
10/19/23 Thursday	Students withdrawing from a 16 week course will have mark "WM" shown
10/24/23 Tuesday	8 week late registrants will be auditing only
11/03/23 Friday	Students confirm January 2024 courses with Guidance
11/07/23 Tuesday	Midterm marks for 8 week classes due 8:00 pm
11/09/23 Thursday	Midterm reports for 8 week classes (EAP and Civics/Careers)
11/14/23 Tuesday	Last day to withdraw from an 8 week course with no mark "WN" shown
11/15/23 Wednesday	Students withdrawing from an 8 week course will have mark "WM" shown
11/17/23 Friday	Last day for clubs and activities
11/20/23 Monday	Moratorium begins
11/23/23 Thursday	Last Day to withdraw from a 16 week course "average mark must be shown on a report card/transcript"
11/24/23 Friday	Professional Development Day / Early Release Day
11/30/23 Thursday	Last Day to withdraw from an 8 week course "average mark must be shown on a report card/transcript"
12/06/23 Wednesday	Last day of instruction
12/07-08/23 Thursday-Friday	Culminating activities
12/08/23 Friday	Last day of classes
12/9/23-01/01/24 Saturday-Monday	Student Winter Holidays
12/11/23 Monday	Final marks for 16 week classes / Final marks for 8 week classes due 12:00 pm
12/12/23 Tuesday	Department / Promotion Meetings

12/13/23 Wednesday	Staff Meeting / Graduation Preparation
12/14/23 Thursday	Final Reports - Last day of semester
	Graduation Ceremony
12/15/23-01/01/24 Friday-Monday	Staff Winter Holidays
12/25/23 Monday	Christmas Day Holiday
12/26/23 Tuesday	Boxing Day Holiday
01/01/24 Monday	New Year's Day Holiday
01/02-01/03/24 Tuesday-Wednesday	Teachers return / Professional Development Days
01/04/24 Thursday	8 & 16 week classes begin
01/05/24 Friday	Last day for 8 & 16 week returning students to change a course
01/09/24 Tuesday	Last day for new 8 week students to add or change a course
01/11/24 Thursday	8 week classes late registrants will be auditing with catch-up
	Last day for 8 week students to drop a course with 100% fees deferred
01/11/24 Thursday	Last day for new 16 week students to add or change a course
01/18/24 Thursday	16 week classes late registrants will be auditing with catch-up
	8 week classes late registrants will be auditing only
	Last day for 16 week students to drop a course with 100% fees deferred
02/01/24 Thursday	Progress reports marks for 16 week courses due 8:00 pm / Midterm marks for 8 week courses due 8:00 pm
	16 week late registrants will be auditing only
02/02/24 Friday	Progress reports for 16 week courses / Midterm Reports for 8 week courses
02/08/24 Thursday	Last day to withdraw from an 8 week course with no mark "WN" shown
02/09/24 Friday	Students withdrawing from an 8 week course will have mark "WM" shown
02/08/24 Thursday	Last day for 16 week courses 70% tuition fee deferral Withdrawn No Mark "WN" (on condition that all criteria are met as per policy)
02/19/24 Monday	Family Day Holiday
02/22/24 Thursday	Last Day to withdraw from an 8 week course "average mark must be shown on a report card/transcript"
03/03/24 Sunday	Midterm marks for 16 week courses due 8pm
02/29/24 Thursday	Last day of instruction for 8 week courses

02/29/24 Thursday	Final marks 8 week courses due 8:00 pm
03/01/24 Friday	Final reports for 8 week courses
03/04/24 Monday	8 week March classes begin
03/05/24 Tuesday	Midterm reports for 16 week courses
03/05/24 Tuesday	Last day for 8 week returning students to change a course
03/07/24 Thursday	Last day for new 8 week students to add or change a course
03/11-03/15/24 Monday-Friday	March Break
03/18/24 Monday	8 week classes late registrants will be auditing with catch-up
	Last day for 8 week students to drop a course with 100% fees deferred
03/19/24 Tuesday	Last day for 16 week courses 50% tuition fee deferral Withdrawn No Mark "WN" (on condition that all criteria are met as per policy)
	Last day to withdraw from a 16 week course with no mark "WN" shown
03/20/24 Wednesday	Students withdrawing from a 16 week course will have mark "WM" shown
03/25/24 Monday	8 week classes late registrants will be auditing only
03/29/24 Friday	Good Friday Holiday
04/01/24 Monday	Easter Monday Holiday
04/08/24 Monday	Midterm marks for 8 week courses due 8:00 pm
04/09/24 Tuesday	Midterm reports for 8 week courses
04/12/24 Friday	Last day to withdraw from an 8 week course with no mark "WN" shown
04/15/24 Monday	Students withdrawing from an 8 week course will have mark "WM" shown
04/19/24 Friday	Last day for clubs and activities
	Early Release Day
04/23/24 Tuesday	Last Day to withdraw from a 16 week course "average mark must be shown on a report card/transcript"
05/01/24 Wednesday	Last Day to withdraw from an 8 week course "average mark must be shown on a report card/transcript"
05/06/24 Monday	Last day of instruction
05/07-05/08/24 Tuesday-Wednesday	Assessment/Culminating activities
05/08/24 Wednesday	Last day of classes
05/09/24 Thursday	Final marks for 16 week courses due 8:00 pm / Final marks for 8 week courses due 8:00 pm

05/10/24 Friday	Staff Meeting & Promotion Meeting
05/13/23 Monday	Graduation preparations
05/14/24 Tuesday	Final report cards
	Last day of semester
	May Graduation
05/15/24 Wednesday	First day classes 6-Week May Summer Term
05/16/24 Thursday	Last day for returning students to change a course
05/20/24 Monday	Victoria Day Holiday
05/21/24 Tuesday	Last day for new students to add or change a course
05/23/24 Thursday	Last day for all students to drop a course with 100% fees deferred
	Late registrants will be auditing with catch-up
05/30/24 Thursday	Late registrants will be auditing only
05/31/24 Friday	All fees due for students returning in the fall
06/04/24 Tuesday	Midterm marks due 8:00 pm
06/06/24 Thursday	Midterm reports
06/11/24 Tuesday	Last day to withdraw from a course with no mark "WN" shown
06/12/24 Wednesday	Students withdrawing from a course will have mark "WM" shown
06/18/24 Tuesday	Moratorium begins
06/19/24 Wednesday	Last day to withdraw from a course "average mark must be shown on a report card/transcript"
06/26/24 Wednesday	Culminating activities
	Last day classes
06/27/24 Thursday	Final marks due 1:00 pm
06/28/24 Friday	Final report cards
	June Graduation

## CLASS SCHEDULES

ACADEMIC TIMETABLE					
AUGUST 2023 – JUNE 2024					
WINTER AND FALL SEMESTERS			SUMMER SEMESTER		
PERIOD				PERIOD	
Homeroom	8:45 – 9:00				
1	9:00 – 10:20		Class 1	1	8:30 – 10:15
2	10:25 – 11:45			2	10:30 – 12:15
3	11:50 – 1:10				LUNCH
4	1:15 – 2:35		Class 2	4	1:15 – 3:00
5	2:40 – 4:00			5	3:15 – 5:00

ACADEMIC TIMETABLE	
<b>EARLY RELEASE SCHEDULE</b>	
	WINTER & FALL SEMESTER
PERIOD	
Homeroom	8:45 – 9:00
1	9:00 – 9:30
2	9:35 – 10:05
3	10:10 – 10:40
4	10:45 – 11:15
5	11:20 – 11:50
<b>NINGBO EVENING SCHEDULE</b>	
	FALL SEMESTER
PERIOD	
1	7:45 p.m. – 9:15 p.m. (1.5 hours)
2	9:30 p.m. – 11:00 p.m. (1.5 hours)
Asynchronous Study	Additional 1.5 hours per course daily

# GENERAL INFORMATION

## OBJECTIVES OF SCHOOL

- To provide high quality educational programs
- To provide students with an environment that promotes academic excellence through Total Care Education
- To provide students with year-round quality living conditions
- To provide peace of mind to parents

## EQUAL EDUCATIONAL OPPORTUNITIES

Columbia International College is committed to equal educational opportunities for all students. At Columbia, we recognize and take into account the viewpoints, experiences, and needs of students from various national, ethnic, religious, or linguistic origins.

## THE ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

An OSSD shall be granted by the Ministry of Education, on the recommendation of the Principal of the school last attended, to a student who has commenced the first year of a secondary school program on or after September 1, 1999, and who has earned a minimum of 30 credits.

CIC recognizes the importance and value of completing a secondary education. We are committed to reach every student to help them achieve a successful outcome from the secondary experience. In Ontario, students must remain in school until the age of eighteen or obtain an Ontario Secondary Diploma.

## GRANTED CREDITS

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours.

## PARENT ACCESS TO ONTARIO CURRICULUM

For parents to obtain access to the Ontario Curriculum, visit the Ontario Ministry of Education website at <http://www.edu.gov.on.ca/eng/parents>

## DIPLOMA REQUIREMENTS

In order to earn an Ontario Secondary School Diploma, a student commencing a secondary school program on or after September 1, 1999, must earn a minimum of 30 credits. A student must:

- Earn 18 compulsory credits
- Earn 12 optional credit
- Complete 40 hours of community involvement activities.
- Successfully complete the provincial secondary school literacy diploma requirement.
- School has opted out of 2 eLearning credits.



## COMPULSORY CREDITS (TOTAL OF 18)

- 4 credits in English (1 credit per grade)
  - The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or Grade 12 English compulsory credit requirement.
  - The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English Compulsory credit requirement.
  - For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in the arts
- 1 credit in Canadian geography (Grade 9)
- 1 credit in Canadian history (Grade 10)
- 1 credit in French as a second language
  - Students who have taken Native languages in place of French as a second language in elementary School may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.
- 1 credit in health and physical education
- 0.5 credit in career studies
- 0.5 credit in civics
- 3 additional credits, consisting of 1 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
  - Group 2: French as a second language, the arts, business studies, health and physical education
  - Group 3: French as a second language, science (Grade 11 or 12), computer studies, technological, education

*Note:* The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.

## ELECTIVE CREDITS (TOTAL OF 12)

- 12 credits selected from the available courses.
- Students may substitute up to three (3) ESL or ELD courses for compulsory English requirements. The remaining English credit shall be chosen from the compulsory English courses offered in

Grade 11 or 12. Additional ESL or ELD credits may be counted as optional credits for diploma purposes.

- Students must successfully complete Grade 12 English ENG4U to gain admission to an Ontario University.

## RATIONALE FOR EXEMPTION OF ONLINE EARNING GRADUATION REQUIREMENT

Columbia International College is a Ministry inspected private school that believes strongly in Total Care Education, Teacher academic support, synchronous teaching and learning and experiential learning within all our classrooms.

Our in-person classes taught by CIC faculty provide all students with a firm foundation for success. For many of our international students, English may not be their first language. Teachers provide 1 on 1 support synchronously in our physical classrooms, as well as academic support which provides our students with the necessary support to find success in our courses.

The online eLearning graduation requirement conflicts with CIC's educational pedagogy, **the school has elected to exempt all students from the graduation requirement of the two (2) online eLearning credits.**

This means that all students graduating from Columbia International College **will not be required** to complete two eLearning credits to earn their Ontario Secondary School Diploma (OSSD).

- A copy of the school wide opt out form will be included in every student Ontario Student Record (OSR).
- On the student transcript it will be recorded, "Online Graduation Requirement – N/A".

## THE ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate will be granted upon request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

- Compulsory Credits (total of 7)
  - 2 credits in English
  - 1 credit in Canadian Geography or Canadian History
  - 1 credit Mathematics
  - 1 credit in Science
  - 1 credit in Health and Physical Education
  - 1 credit Arts or Technological Education
- Optional Credits (total of 7)
  - 7 credits selected by the students from available courses.

The provisions for making substitutions for compulsory credits (described in section 3.2: Substitutions for Compulsory courses) also apply to the Ontario Secondary School Certificate.

## THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript update accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or the Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

## ONTARIO STUDENT TRANSCRIPTS

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. It also records the credits that a secondary school student has earned towards fulfillment of the requirements for the graduation diploma.

The transcript will also show:

- The student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses
- A list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained.
- Identification of any course that has been substituted for one that is a diploma requirement.
- Confirmation that the student has completed the community involvement requirement.
- The student's successful or unsuccessful completion of the Ontario Secondary School Literacy diploma requirement. *If the Literacy requirement has been waived, a NA will show on the transcript.*
- An indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

## FULL DISCLOSURE

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

### Grades 9 and 10

Withdrawals from grade 9 and 10 courses are not recorded on the OST (Ontario Student Transcript). Only successfully completed courses are recorded on the OST.

### Grades 11 and 12

If a student withdraws from a course after five (5) instructional days following the issue of the mid-

semester report card, the withdrawal is recorded on the OST by entering a “W” in the “credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column. Withdrawals prior to that time are not recorded.

### **Repetition of a course**

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

## **ONTARIO STUDENT RECORDS**

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 assessed, they are recorded on an OST which is kept in the OSR. Other data recorded are: date of birth, schools attended, names of parents/guardians.

Students have the right to access his/her OSR. Parents of a student may access the student’s OSR until the student turns eighteen years of age. A non-custodial parent has the right to make inquiries and may be given information concerning the child’s health, education, and welfare.

## **PROVINCIAL SECONDARY SCHOOL LITERACY DIPLOMA REQUIREMENT**

All students must successfully complete the Provincial Secondary School Literacy Test in order to earn a Secondary School Diploma. The test will identify those students who have not demonstrated the required skills and will identify which areas in which these students need remediation. All students will write this test and successfully pass or complete the Literacy Course in order to graduate.

## **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 written the OSSLT at least once and were unsuccessful.

## **SPECIAL PROVISIONS FOR ENGLISH LANGUAGE LEARNERS PERTAINING TO THE ONTARIO SECONDARY SCHOOL LITERACY TEST**

Special provisions are adjustments to the setting and/or timing for writing the test for English language learners (for the definition of English language learners, see Part One, section 3.1, of this document). They do not affect the validity or reliability of the test.

Special provisions for English language learners may be provided for the test if the Principal deems such provisions to be in the best educational interest of the student.

Decisions about special provisions must:

- Always be made on an individual student basis.
- Be made by the Principal in consultation with the student, parents (if the student is under the age of eighteen), and appropriate staff.
- Be made prior to the taking of the OSSLT.
- Conform to the permitted special provisions outlines in the EQAO document entitled *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*.
- Be clearly communicated in writing to the parents, or directly to the adult student, in advance of the writing of the test.
- Be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT.

### ACCOMODATION OF THE TEST

To qualify for accommodation for taking the test, a student must normally have an IEP that describes the required accommodations. The student may be, but does not have to be, formally identified as an “exceptional pupil” by an Identification, Placement, and Review Committee (IPRC) in order to have an IEP.

### DEFERRALS OF THE ONTARIO SECONDARY SCHOOL LITERACY TEST

Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Such students could include:

- Students who have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and who would not be able to participate in the test even if all accommodations were provided.
- Students who are English language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test.
- Students who have not been successful in acquiring the reading and writing skills appropriate for 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 or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the Principal of the school in such cases.

Deferrals are to be granted to students before the test, on an individual basis. The following procedures should be applied:

- A request for a deferral may be made by either a parent (or the student, if the student is an adult) or the school, as long as both parties have been consulted. Such requests are made in writing to the Principal. The Principal may grant the deferral.
- A Principal may also initiate consideration of a deferral with the parent or adult student.

- The Principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases of disagreement, the parent or adult student may ask the appropriate supervisory officer to review the matter. The decision of the supervisory officer is final.
- The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting, as prescribed by the EQAO.
- If an additional deferral is required, the Principal must review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number of deferrals that may be granted, the parent or adult student must be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test, successful completion of the OSSLC, or successful completion of the adjudication process is a diploma requirement. Students should be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or appropriate forms of support to prepare them for their next attempt.
- The decision to defer must be entered, with all pertinent details, in the Student Data Collections System provided by the EQAO.
- All documentation related to the decision to grant a deferral must be kept in the student's Ontario Student Record.

## EXEMPTIONS FROM THE LITERACY GRADUATION REQUIREMENT

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

Exemptions are to be provided to students on an individual basis. The following procedures should be applied:

- As part of the IEP development process, the Principal decides, on the basis of the student's learning expectations and in consultation with the parent or adult student (a student who is eighteen years of age or older), whether the student is working towards the OSSD.
- If it is decided that the student is not working towards the OSSD, the Principal also decides, again in consultation with the parent or adult student, whether to grant the student an exemption from writing the OSSLT or taking the OSSLC.
- The final decision must be communicated in writing to the parent or adult student as part of the IEP development process.
- In cases of disagreement, where the Principal decides that the student should be exempted from writing the test or taking the course but the parent or adult student disagrees with this decision, the student must be allowed to write the test or take the course. Where the Principal decides that the student should write the test or take the course but the parent or adult student

disagrees with this decision, the matter will be referred to the appropriate supervisory officer. The supervisory officer's decision is final.

- Where it is determined that an exemption does not apply and that the student who has an IEP and who is receiving a special education program and special education services is to take the test or the course, the Principal must ensure that the student has a fair and equal opportunity to successfully complete the test or the course. The necessary accommodations will be provided in accordance with the policies outlined in section 6.1.3.1 and 6.1.3.2 and Appendix 3, section 1, above.
- If the learning expectations contained in the student's IEP are revised at some point and the student begins to work towards the OSSD, he or she must successfully complete the OSSLT, the OSSLC, or the adjudication process in order to be eligible to receive the diploma.
- All documentation related to the decision to grant an exemption from taking the test or the course must be kept in the student's Ontario Student Record.

## **SUBSTITUTIONS FOR COMPULSORY COURSES**

Substitutions may be made for a limited number of compulsory credit requirements. The total of compulsory and optional credits will not be less than thirty (30) for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen (14) for those aiming to earn the Ontario Secondary School Certificate.

Each substitution will be noted on the student's Ontario Student Transcript.

## **PREREQUISITE COURSES**

**Prerequisite:** A course that a student must pass before enrolling in the more advanced course.

**Co requisite:** A course that a student must enroll in at the same time as, or in some cases prior to, enrolling in the desired course. Courses in Grades 10, 11, and 12 may have pre-requisites or core requisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information about prerequisites.

**Waiving a Prerequisite:** If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the Principal will determine whether or not the prerequisite should be waived. A Principal may also initiate consideration of whether a prerequisite should be waived. The Principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. If a Principal waives a prerequisite, it will be documented in the student's Ontario Student Record.

## **GUIDANCE AND CAREER EDUCATION PROGRAM**

The Guidance and Career Education Program is a vital part of Columbia International College. Through the program, students will acquire the knowledge and skills needed to learn effectively, to live and work cooperatively, with a wide range of people. Students will learn how to set and pursue education and career goals, and to carry out their social responsibilities. The program will be delivered through various

means, including classroom instruction, orientation and exit programs, completion of the annual education plan, career exploration activities, and individual assistance and short-term counselling.

### **PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)**

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of school Principal, who grants credits.

A maximum of four (4) credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two (2) in one subject area. Equivalency credits are granted to these students for placement only. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario.



# ACADEMIC MATTERS

## COURSE DESCRIPTIONS AND PREREQUISITES

The courses offered by this school have developed according to the Ontario Curriculum documents developed by the Ontario Ministry of Education. You can access these from: The Ontario Curriculum, Grades 9 to 12: Course Descriptions and Prerequisites (2011)

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf>

## OUTLINES OF THE COURSES OF STUDY

All course outlines and Ontario Curriculum Policy Documents are available from the Principal / Vice Principal and Guidance and University Placement Services for parents or students to examine.

## ACADEMIC COURSES

These courses focus on essential concepts and include additional related materials. Greater emphasis is placed on theory and abstract thinking than on practical applications. Students in Grade 9 who successfully complete these courses may choose either the academic or the applied course in the same subject in Grade 10. Students in Grade 10 will choose courses in Grade 11 depending on their planned destination.

## APPLIED COURSES

These courses focus on essential concepts, with greater emphasis placed on practical hands-on applications of the concepts. Students in Grade 9 who successfully complete their courses may choose either the applied or the academic course in the same subject in Grade 10. Students in Grade 10 will choose courses in Grade 11 depending on their planned destination.

## OPEN COURSES

Open courses are offered in all secondary grades and are designed to prepare students for further study in certain subjects and to enrich their education generally.

## DESTREAMED COURSES

Destreaming is an approach to learning that intends to better support students in having every opportunity to pursue the pathway of their choice after their K-12 education. Destreaming means that students will no longer be separated into Academic or Applied Streams. Students will take a combination of courses made up of Destreamed, Academic, and Open level courses. Locally developed courses will still be available for some students as well. In Destreamed classrooms, there will be a distinct shift in pedagogical practices and assessment to ensure improved equitable outcomes for all students. Destreamed courses will prepare students for university, college, apprenticeship and workplace pathways, providing more post-secondary options for students.

## UNIVERSITY PREPARATION COURSES

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

## UNIVERSITY/COLLEGE PREPARATION COURSES

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

## COLLEGE PREPARATION COURSES

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

## GRADING SYSTEM

Maximum mark 100%

Passing mark 50%

## MARK REPORTING/REPORT CARDS

In the August to December (Fall Semester) and January to May (Winter Semester), students will receive a progress report, midterm report and final report. In May to June (Summer semester) students will receive a midterm report and final report. A copy of these reports is available to students and parents on EzReport <https://ezreportcard.cic-totalcare.com/login.php>.

## LEARNING MANAGEMENT SYSTEM

Columbia International College uses Moodle and Office 365 in our classrooms. Zoom is used for real-time instruction where approved. Teachers engage students using creativity, collaboration and communication apps. Students are required to bring to class a suitable device in the form of a tablet or laptop with the ability to access the internet and a working camera.

## IMMIGRATION REGULATIONS

According to immigration regulations, students under a Student Visa must be enrolled in full time study. Grade 12 students can take a minimum of three credits each semester. All EAP (ESL) and Grade 9, 10 and 11 students must take four (4) credits. These courses constitute full time study. Students wishing to take fewer or more credits must seek written approval from the Principal.

## GUIDELINE FOR DETERMINING EQUIVALENT EDUCATION CREDITS (PLE)

The Principal, based on the school transcripts and external exam reports provided by the student will determine equivalent credits. The specific guidelines for equivalent credits are available in the University Placement and Guidance Services and in the College's international offices for parents or students to examine.

## **COURSE CHANGES**

All students will be given counselling each semester regarding Study Plans and course selection. Returning students can only make changes to their Study Plan before the registration dates in person or by e-mailing their guidance counsellor. No course changes will be made by students during the first two days of a semester. After that, new students have three school days to make course changes with their Guidance Counsellor, while only exceptional cases will be considered for returning students.

## **COURSE WITHDRAWAL POLICY**

Grade 11 and 12 students may withdraw from a course up to five days after the mid-term report in the sixteen-week semester and up to three days in an eight-week semester. Such withdrawals are not shown on the transcript. Withdrawals after that time will be shown on the transcript with the mark to date.

The deadline to withdraw with the mark to date is five days before the final exam in the sixteen-week semester (Fall and Winter) and three days before the final exam in the eight week and summer semester. Please note the mark to date appears on the transcript indicated with a W (withdrawn) in the credit column.

## **COURSES TAKEN OUTSIDE COLUMBIA**

Students at Columbia International College must receive prior written permission from the Principal to take Ontario courses at another school.

A \$500 CAD administrative fee will be charged to process each credit. Permission may be given only if that course is not offered by Columbia International College.

## **COMMUNITY INVOLVEMENT DIPLOMA REQUIREMENT**

As part of the diploma requirements, students must complete 40 hours of community involvement. This requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. 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. Students may not fulfill the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.

The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place during students' designated lunch hours, after school, on weekends or during school holidays.

Community Involvement Activities may include:

- Peer Tutoring
- Prefects in both residences and the school

- Fundraising campaigns organized by the school and the community. Funds go to charitable organizations
- Service projects organized by school clubs and organizations

Students will maintain and provide a record of their community involvement activities. Completion of the required hours must be confirmed by the organizations or persons supervising the activities.

The Community Service Coordinator will provide assistance with the Community Involvement diploma requirement.

# ASSESSMENT OF LEARNING POLICY

## STATEMENT OF INTENT

CIC is committed to ensuring that all students meet and exceed all scholastic requirements. Specifically, CIC requires students to be present, ready, willing, and able to write all assessments of learning, scheduled tests, and exams prepared and administered by CIC faculty.

## POLICY

Students at CIC must complete all assessments of learning including writing all tests and exams at such times designated by CIC faculty. It is a student's responsibility to be aware of any changed dates or times for any test and exam. Any student who is absent from any test or examination will be assigned a grade of zero unless there is a valid reason for the absence, as determined by the student's teacher in consultation with the Principal/Vice Principal.

Notwithstanding an emergency or excusable intervening event, as determined by CIC at its sole discretion, a student must immediately advise CIC of his or her absence by using the appropriate protocol as set out in the Course Calendar, of his or her absence. If the absence was on account of reasonable grounds, the student shall provide CIC's Academic Office with satisfactory evidence supporting the absence. Satisfactory evidence such as a medical certificate must be provided to CIC's Academic Office within a reasonable time period thereafter.

## CONSEQUENCES FOR BREACH OF POLICY

If a student is absent from a test or exam, without providing satisfactory evidence to justify the absence, the student's teacher in consultation with the Principal/Vice Principal, may determine if the student is entitled to write a make-up version of the test or exam, at a future date, subject to any deductions determined at the sole discretion of the student's teacher. The student can appeal to the Department Head in the event they are unhappy with the teacher's decision. In the event that a student misses two (2) tests or exams in a semester (whether such absences have been excused by the Department Head or not), the student may be required to meet with the Principal or Vice Principal.

No opportunity will be provided to a student to make-up final assessments including Course Culminating Activities and exams unless the student can provide evidence of hospitalization or such other evidence to prove the occurrence of an exceptional intervening event sufficient to excuse the student from participating in final assessments. The determination of any exceptional intervening event shall be at the sole discretion of the Principal or Vice Principal. In such circumstances when a student has been excused from a final assessment, the student may be required to write a make-up assessment at such time as determined by CIC.

Parents/guardians will be advised of any student who is acting in contravention of this Academic Assessment Absenteeism Policy.

Any student in breach of the foregoing may be directed to the Principal or Vice Principal who shall determine the appropriate consequence, which may include the progressive discipline as set out in Article 15 herein.

# ACADEMIC ASSIGNMENT POLICY

## STATEMENT OF INTENT

All academic assignments are dedicated to developing a student's intellectual, social, creative, and academic skills. It is necessary that all students actively engage with and complete assigned projects provided by CIC faculty and submit only originally-produced materials, as required.

## POLICY

Students at CIC must submit all academic assignments on the prescribed due date as established by the student's teacher. The teacher has the discretion to make alternate arrangements with the student but is under no obligation to do so, save and accept the provision of sufficient reasons for the student's noncompliance. Based on CIC's Assessment, Evaluation and Reporting policy, teachers are permitted to make any alternative arrangements including but not limited to the following:

- Helping students develop better time-management skills;
- Maintaining ongoing communication with students and/or stakeholders about due dates and late assignments, and scheduling conferences with stakeholders if the problem persists;
- Setting up a student contract;
- Using counselling or peer tutoring to try to deal positively with problems;
- Holding teacher-student conferences;
- Reviewing the need for extra support for English language learners;
- Understanding and taking into account the cultures, histories, and contexts of students and parents and their previous experiences with the school system;
- Providing alternative assignments or tests/exams where, in the teacher's professional judgement, is reasonable and appropriate to do so;
- Planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute.

The Principal or Designate has the discretion to authorize any of the above accommodations.

## CONSEQUENCES FOR BREACH OF POLICY

Mark Deductions for late assignments is 2% per day to a maximum of 20%. Hard Copies - during class, Soft Copies - end of day (11:59 PM EST), Last Day for late Submissions is the last day of classes before an exam period.

## ASSIGNING A ZERO/NO MARK

### Assigning Zeros:

Zeros indicate that there is no evidence of learning. A zero can act as placeholders or a grade depending on the circumstance. Marks of zeros should be used as the initial entry of grades if no work is submitted.

### **Zero as a Placeholder:**

Teachers are communicating to students and stakeholders that the student has not yet demonstrated learning and that there is an obligation of the student to demonstrate that knowledge.

### **Zero as a Grade:**

Zeros must be in place for reporting periods. If the student submits work after the reporting period, then the teacher will replace the zero with the achieved mark. If no evidence of learning is submitted, then the zero will remain.

### **Possible Reasoning for Entering a Mark of Zero**

- Unauthorized Absence
- Not Submitted
- Earned 0
- Academic Dishonesty
- Not Submitted with Approved Extension

### **Reasons for Entering NM (No Mark):**

A mark of zero may be replaced with an entry of NM when a teacher, in consultation with the Principal/Vice Principal or at the direction of the Circle of Care Committee (CoCC) leadership, determines that a zero would result in a misrepresentation of the student's overall achievement at a reporting period. An entry of NM may also be used when a teacher determines that there is no obligation of the student to demonstrate evidence for a particular evaluation.



# ACADEMIC INTEGRITY POLICY

## STATEMENT OF INTENT

CIC is committed to ensuring academic integrity in all school activities and aims to instill in its students the highest standards of academic behaviour.

At all times CIC students are expected to submit original work, whether working individually or in collaboration with other students as part of a group assignment or activity.

## POLICY

Guided by the Character Keys for Success at Columbia International College (CIC), we are committed to ensuring academic honesty in all school activities and aim to instill in our students the highest standards of academic behaviour and integrity. CIC students are expected to submit original work, whether working individually or in collaboration with other students. CIC achieves this by following the expectations outlined by the Ontario Ministry of Education through our Code of Conduct.

## RATIONALE FOR ACADEMIC INTEGRITY

- Citing reliable information gives credibility to your work.
- Not citing your sources means you are stealing the ideas of others.
- Cheating is unethical.
- There are consequences to academic dishonesty and plagiarism which will impact your academic progress and violations will be tracked.

For the purposes of this policy, the following definitions apply:

*Academic Dishonesty* - Submitting or presenting the words, ideas, images, sounds, graphs, etc., of others as your own (even if you paraphrase it) without giving the original author credit. This includes submitting your own work to a teacher that has already been submitted and marked by a different teacher in another class.

### Intentional

- copying a friend's work
- buying or borrowing papers
- cutting and pasting blocks of text from electronic sources without documenting
- media "borrowing" of diagrams, images, music, graphics, etc. without documentation
- web publishing without permission of the creator

### Unintentional

- careless paraphrasing
- poor documentation
- quoting excessively
- failure to use your own "voice"

*Plagiarism* - involves the submitting or presenting work that is either in whole or in part the ideas, language, or other intellectual property of another person, without acknowledging the source. Plagiarism applies to all assignments, projects, submissions, tests, exams or otherwise.

## CONSEQUENCES FOR BREACH OF POLICY

Any student suspected of committing Academic Dishonesty will immediately be assigned a grade of zero, until such time that a student is able to demonstrate that the work is his or her own, if authorized.

Consequences include, but are not limited to, the following:

- Counselling
- Written warnings
- Resubmission of assignment or retaking an alternate test
- Deduction of marks
- A mark of zero (0%)
- Consequences in accordance with Article 15 of CIC Code of Conduct



### Academic Honesty Progressive Discipline Flowchart

CIC is committed to ensuring academic integrity in all school activities and aims to instill in its students the highest standards of academic behaviour. At all times CIC students are expected to submit original work, whether produced individually or in collaboration with other students as part of a group assignment or activity.		
First Incident	Second Incident	Third Incident
<p>When a First issue with Academic Dishonesty arises in a class,</p> <ul style="list-style-type: none"> <li>• The teacher will consult Student Tracker (internal student information system) to determine if there are any previous incidents of Academic Dishonesty.</li> <li>• If No, this incident will be noted on Student Tracker as "Academic Honesty Policy 1st Incident".</li> <li>• As the 1st incident, the Teacher will review and reinforce the following with the student;               <ul style="list-style-type: none"> <li>• CIC's Academic Honesty Policy</li> <li>• Plagiarism and Cheating standards in Canada</li> <li>• Citations, Bibliographies/References, Direct and Indirect Quotations, Paraphrasing</li> </ul> </li> <li>• The Teacher will also remind student of all supports available to them through CIC, including Teacher Academic Support, Tutoring and Peer Tutoring</li> </ul> <p>The Teacher will also review the specific issues within the student's work to ensure the student can avoid any recurrence</p>	<p>When a Second issue with Academic Dishonesty arises in a class,</p> <ul style="list-style-type: none"> <li>• The teacher will consult Student Tracker to determine if there are any previous incidents of Academic Dishonesty.</li> <li>• If Yes, this incident will be noted on Student Tracker as "Academic Honesty Policy 2nd Incident"</li> <li>• Teacher meets with student to review specific concerns with the assessment.</li> </ul> <p><b>Elevate to VP &amp; P</b></p> <ul style="list-style-type: none"> <li>• Teacher informs Principal / Vice Principal of 2nd incident in writing</li> <li>• A meeting will be set with the Vice Principal, student, parent and Admissions/Liaison officer</li> </ul>	<p>When a Third issue with Academic Dishonesty arises in a class,</p> <ul style="list-style-type: none"> <li>• The teacher will consult Student Tracker to determine if there are any previous incidents of Academic Dishonesty.</li> <li>• If Yes, this incident will be noted on Student Tracker as "Academic Honesty Policy 3rd Incident"</li> <li>• Teacher meets with student to review specific concerns with the assessment.</li> </ul> <p><b>Elevate to VP &amp; P</b></p> <ul style="list-style-type: none"> <li>• Teacher informs Principal / Vice Principal of 3rd incident in writing</li> <li>• Principal will schedule a formal Disciplinary Hearing as per Columbia International College's Code of Conduct</li> </ul>
<p><b>Possible Consequences for Academic Dishonesty at CIC*</b></p> <ul style="list-style-type: none"> <li>• A grade of 0% may be assigned for the entire assessment, with no opportunity for resubmission</li> <li>• A grade of 0% may be assigned for a section of the assessment</li> <li>• The student may have the opportunity to resubmit the entire assessment</li> <li>• The student may have the opportunity to resubmit a section of the assessment</li> </ul> <p>*Consequences are determined in consultation with the Principal / Vice Principal on a case-by-case basis. Mitigating factors and teacher's professional judgement are also taken into consideration.</p>		

## ACADEMIC CONDITIONS FOR GOOD STANDING

CIC reserves the right to place any student on the Academic Conditions if the student (i) fails all academic courses enrolled in a given semester; or (ii) attendance concerns; or (iii) demonstrates consistent difficulty with courses. The Principal or party so designated by CIC, at his or her sole discretion will provide the student and his or her parent/guardians notice of the Academic Review, which will also outline the conditions of the Academic Review.

A student on Academic Conditions will be reviewed by the Principal or Designate at the end of a semester and a decision will be made on next steps:

- a) continue on Academic Conditions for the next semester.
- b) continue with no Academic Conditions.
- c) discharge.

## CIC ACADEMIC SUPPORT POLICY

Providing our students with high quality academic support is a priority at CIC. This policy is designed to provide academic assistance to students whose performance suggests that they may benefit from extra support.

- Group and individual extra help sessions are made available during the school day and evening by the school's classroom teachers and school and residence tutors. All students are encouraged to attend these sessions for additional support.
- With approval of the Principal or Vice Principal, additional time on examinations conducted in class or during scheduled final exams may be offered by classroom teachers for students who have extended time documentation.
- With approval of the Principal or Vice Principal, students with documented learning differences may receive learning accommodations for assessments.
- CIC provides a supervised evening residence study hall program limited to those students who are placed on Mandatory Academic Support. Any student may be recommended for Mandatory Academic Support by his or her teachers or guidance counselor.
- Students may request individual adult tutors at an additional expense to the family. Tutors are requested after students have availed themselves of extra help with appropriate classroom teachers or school and residence tutors.

## PROGRAM PLANNING/SUPPORT FOR ENGLISH FOR ACADEMIC PREPARATION (EAP)

The successful acquisition of a new language is best obtained through experiential learning and immersion in conversational English. The **English for Academic Preparation (EAP) Program** is structured specifically to equip students with the skills they need to be successful in the Academic Program at Columbia International College.

### HOW DOES THE ENGLISH FOR ACADEMIC PREPARATION (EAP) PROGRAM HELP STUDENTS BE SUCCESSFUL?

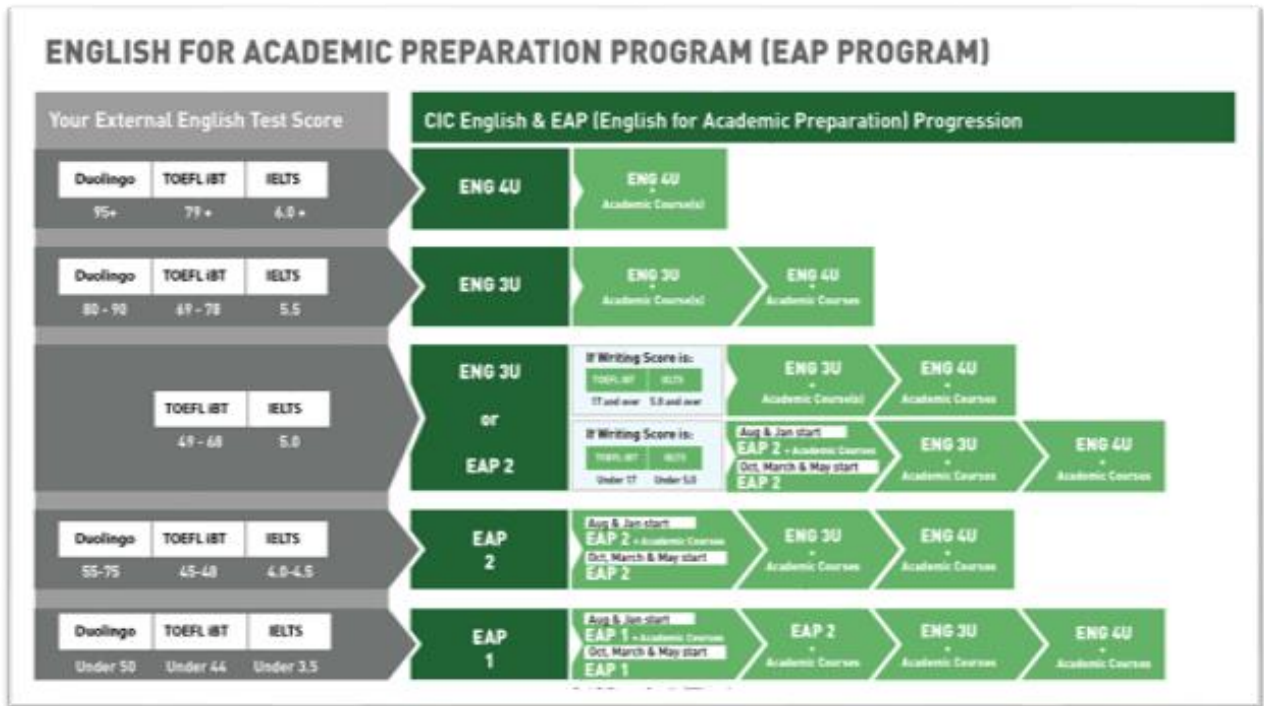
The program is designed to provide students the English language and literacy skills they need in order to successfully meet the requirements of the Ontario Secondary School Diploma.

Students will be appropriately placed in either a Level 1 or Level 2 Foundations program based on their English proficiency test placement, specifically in writing. While enrolled in the half-day Foundations for Academic English Program, the students will also attend two regular academic classes at Columbia International College, allowing students to potentially earn four credits in a semester.

### HOW IS THE ENGLISH FOR ACADEMIC PREPARATION (EAP) PROGRAM STRUCTURED?

**English for Academic Preparation (EAP) Program** is designed to prepare students for a smooth transition to the Academic English program at Columbia International College. Specifically, this program provides students the tools they need to transition to and be successful in Grade 11 and 12 College or University English courses. The program includes an introduction to:

- Academic English Writing and MLA Format
- English novels, stories, and plays
- Conversational English immersion
- Cultural Immersion
- Applying newly acquired English Language skills while navigating the community
- Hands-on activities and learning through field trips, games, and exposure to various forms of media



- The placement is based on the best practices in North America as well as research done by the Academic English department at CIC.
  - Original IELTS/TOEFL iBT/Duolingo test results must be provided at the time of registration.
  - Only official results are accepted. Projected and unofficial results are not recognized.
  - English Placement is determined by:
    - Students' IELTS/TOEFL iBT/Duolingo English proficiency score and
    - the original test result report must be provided at the time of registration
- Students who have no external English proficiency test (IELTS/TOEFL iBT/Duolingo) results must write CIC's English placement test.

### WHAT DOES THE SCHEDULE LOOK LIKE FOR THE ENGLISH FOR ACADEMIC PREPARATION (EAP) PROGRAM?

August and January intakes:

**English for Academic Preparation (EAP) Program** for both Foundations 1 and 2 will consist of double period (half-day) classes over 16 weeks, totaling 220 hours for TWO Credits.

The program will allow students the opportunity to take TWO Academic Credit Courses in the afternoons. These single period courses will take place over a 16-week period, each totaling 110 hours.

October, March and May intakes:

**English for Academic Preparation (EAP) Program** for both Foundations 1 and 2 will consist of four period (full day) classes over 8 weeks, totaling 220 hours for TWO Credits.

**What is the EAP and Academic English Pathway?**

EAP Foundation 1 -> EAP Foundation 2 -> ENG3U ->ENG4U  
220 hours            220 Hours            110 hour            110 hours

**Will Students Obtain Credits by Taking the EAP Program?**

Students will achieve 2 credits from each level of EAP program upon successful completion.

**What is the tuition fee for EAP program?**

	Length	Credits	Tuition
EAP Foundation 1	220 hours	2	\$5,400 CAD
EAP Foundation 2	220 hours	2	\$5,400 CAD

**WHAT IF I IMPROVED MY ENGLISH PROFICIENCY SINCE I APPLIED TO CIC?**

Students who wrote an English proficiency test more than 6 months ago before registration may request to write CIC's English placement test (before registration) in order to update their English proficiency and course placement.

# TECHNOLOGY POLICY

## POLICY

Technology is integral to CIC's teaching/learning and business operations.

CIC is committed to providing a safe, accessible, secure and reliable information technology environment for the purposes of teaching, learning and administration. In return, CIC expects our students to act appropriately and with integrity while using technology.

In order to ensure the safety of all of our students, it is important to note that all materials downloaded, stored or viewed through CIC's electronic servers and technology shall be subject to review. There is no expectation of privacy.

## STUDENT GUIDELINES:

The following regulations apply to all CIC technology, including the use of Wi-Fi, sharing information including using third party websites/ apps, such as Facebook, Twitter, Instagram, Snapchat, Tik Tok, etc.

- Cyberbullying will not be tolerated, including the sharing of messages/posts that are bullying and personal DMs.
- You cannot use CIC technology to create, distribute or share pornography.
- You cannot use CIC technology to promote hate.
- You cannot use CIC technology to break the law, including, but not limited to:
  - copyright infringement (downloading/sharing illegal versions of movies, TV shows, books, software, etc.)
  - fraud (including impersonating someone else, using someone's credit card or bank account)
  - hacking networks/computers
  - forgery (creating documents that pretend you are someone else)
- You cannot use CIC technology to run a business of any kind.
- You cannot use CIC technology to engage in political lobbying.
- You cannot tamper with CIC computer systems.
- You cannot use CIC technology to gamble.
- Personal routers, or wireless repeaters are not permitted on any CIC property, as they interfere with corporate CIC Wi-Fi networks.
  - Routers or wireless repeaters found will be confiscated immediately and secured until graduation.
- Intentionally duplicating, storing, installing, or transmitting any digital material that contravenes the Copyright Act.
- Performing activities intended to circumvent security or access controls of any organization, including the possession or use of hardware or software tools intended to defeat software copy protection, discover passwords, identify security vulnerabilities, decrypt encrypted files, or compromise information security by any other means



- Forging any document or message; obscuring the origin of any message, transmission, or file.
- Using programs that harass users, prevent access, investigate, intercept, examine, or infiltrate CIC computer systems, information, or software components.
- Wasting resources such as Internet bandwidth and printing capacity or using resources for non-educational purposes.
- Conducting commercial activities or political lobbying without permission.
- All software used on CIC computer resources must be procured in accordance with CIC policies, must be licensed and registered in the name of the Columbia International College. Software copyright laws must be respected. Obtaining, installing, replicating or using software except as permitted by the software licensing agreements is prohibited.

## ONLINE SAFETY

- a) CIC uses an internet filter to restrict access to inappropriate websites/apps.
- b) Each semester, CIC teaches students about fraud and scams. Please refer to this information and remember not to share personal information, including name, address, telephone number, photos, banking information etc. to untrusted parties on the internet.
- c) For your safety, students are not permitted to meet in person anyone they have met only online
- d) You may not upload photos of other CIC students, faculty, or staff without their permission
- e) You may not use another person's online account to access information

## CONSEQUENCES FOR BREACH OF POLICY

Students acting in contravention of this policy may be directed to the Principal or Designate who shall determine the appropriate consequence, which may include the progressive discipline as set out in CIC's Code of Conduct.

## VIOLATIONS OF POLICY

Violations of this policy may be reported to the appropriate law enforcement authorities and may also be subject to criminal investigations and/or criminal charges.

## DISCLAIMER

CIC makes no guarantee about the quality of services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from the use of its network.

# SOCIAL MEDIA AND ACCEPTABLE USE POLICY

## STATEMENT OF INTENT

CIC encourages its students to use social networking/media (Twitter, Facebook, Instagram, Tumblr, Snapchat, WhatsApp, Skype, WeChat, QQ, etc.) responsibly as a way to connect with others and share resources. CIC students are permitted to engage in social media provided that such engagement does not breach the provisions set out herein; the fundamental principles of respect community and leadership.

## POLICY

While social networking can be beneficial, it presents a number of risks related to improper information disclosure and inappropriate application. Students must observe the following guidelines:

- Students should assume that all social networking activities are publicly viewable and understand that any material that is released for public dissemination is subject to CIC review;
- Students are required to comply with all federal and provincial laws at all times. Any contravention of these laws or the proliferation of pornographic, obscene or abusive materials, or hate literature is prohibited and is punishable by the appropriate authorities;
- Material shared privately using such services, if brought to the attention of CIC staff, will be subject to all terms, conditions, and policies as outlined herein;
- Students shall comply with all copyright laws and software license policies. Any software which is illegal or unauthorized must not be installed on CIC servers or computers;
- Account information and passwords must be kept confidential;
- Students shall not misappropriate any account belonging to any other person;
- Online bullying and harassing behaviour is strictly prohibited.
- Students should refrain from publishing personal identifying information online such as their birth date, address, telephone number, email address, personal identification numbers, banking and financial information, etc.;
- Students are encouraged to refrain from releasing details regarding their personal schedules and locations;
- Students must respect the privacy of other members of the CIC community;
- Students shall not upload any images of any other persons, in particular other students, CIC faculty, or CIC staff, without their expressed consent; and
- Students shall not upload and/or trade any images of any person in a state of undress.

## CONSEQUENCES FOR BREACH OF POLICY

Students acting in contravention of this policy may be directed to the Principal or Designate who shall determine the appropriate consequence, which may include the progressive discipline as set out in CIC's Code of Conduct.

## ACADEMIC DEPARTMENTS

### ACADEMIC OFFICE

The Academic Office is composed of the Principal, Vice Principal, Executive Assistant to the Principal and Vice Principal, Office Manager and the Academic Office Staff. The Principal and Vice Principal ensure student wellbeing, school safety, and oversee disciplinary, attendance, and academic issues. The Office Manager and the Academic Office Staff oversee the Academic School Calendar, timetabling, issuance of transcripts, report cards, maintaining the student OSR files and ensuring students personal information, such as home address, Canadian address, telephone numbers, etc. are accurate and up to date.

### UNIVERSITY PLACEMENT AND GUIDANCE SERVICES

The Guidance and UPO Counsellors assist students with academic and personal matters. This includes academic planning, study plans, adjustment to life in Canada, and personal counselling. They also assist students in order to prepare them for graduation, University/College planning, application and admission. They provide students with tools, guidance and online research of post-secondary information. They also organize multiple events and activities such as: workshops, training, University and College visits, trips, fairs, graduation pictures and ceremonies. The University Placement and Guidance Services ensures students receive guidance and assistance throughout the whole post-secondary application process.

### TUTORING

The tutoring program is available to every student in the school. The tutoring program involves support given by school tutors to students in residences and the Ainsliewood Academic Building. There is no extra cost for this service. Private tutors are recommended by the Principal, Vice Principal, or Guidance team based upon their demonstrated proficiency and matched according to level of need of students requiring tutoring. These tutors are reimbursed for their work by the student's family through CIC.

### EXTERNAL TESTING OFFICE

Information and applications for IELTS, DUOLINGO, TOEFL, MELAB, CAEL, AP, SAT, and YELT exams can be obtained at the External Testing office.

### STUDENT LEADERSHIP DEVELOPMENT OFFICE (SLD)

The Student Leadership Development Office (SLD) assists students in the organization of their after-school schedules, while facilitating special events in the school and community. Student Leadership Development also facilitates weekend trips and excursions, providing extended student services as well as age-appropriate clubs and activities ranging from the arts, athletics, service and leadership. Students who wish to sign up for activities, inquire about community service hours and opportunities or would like to volunteer or serve in leadership positions should visit the SLD for more information. SLD also designs and delivers programs that address the needs of physical and recreational activities for our students. Some of the programs are recreational and competitive in nature and include intramural sports, special events, and Columbia Crew (Leadership Development). SLD supports students year-round and the program offerings change every semester.

# STUDENT RESPONSIBILITIES / CODE OF CONDUCT

## ATTENDANCE POLICY

### Attendance Requirement and Expectations

#### *Statement of Intent*

In order for students to achieve personal and academic success, CIC is committed to ensuring that all students meet and exceed all scholastic requirements, which requires students to be present, ready, willing, and able to actively participate and engage in his or her curriculum, as set out by CIC. Attendance is compulsory for all classes, field trips and all course-related activities.

#### 1. Policy

All students are required to:

- Attend all classes punctually. In the event that a student has cause to arrive late for a scheduled class, the student shall enter the class quietly and respectfully without disturbing other students and provide the teacher with a reason for his or her tardiness, shortly thereafter;
- Actively participate in class and engage with the course material, teacher and peers as required;
- Complete all assigned work and academic assignments in a diligent manner and in compliance with the Academic Assignment Policy set out herein;
- Students will take responsibility for their own time management and study habits;
- Students have an affirmative duty to meet with all of his or her teachers immediately upon the student's return to classes, to ensure that the student is up to date with the latest course materials and not in violation of the Academic Policies, set out herein.

#### *Consequences for Breach of Policy*

Continuous extended absences from school for a period of ten (10) or more days or over twenty-five (25) class periods without documentation acceptable to the Principal or Designate may result in termination of student status from CIC with notification provided to the appropriate government agency, which may be detrimental to the student's study permit.

Any student found in breach of this provision may be directed to the Principal or Designate who shall determine the appropriate consequence, which may include the disciplinary measures as set out in Article 15 herein.

Students who accumulate 25 absent periods may be required to attend an expulsion hearing.

#### 2. Policy

Students are encouraged to arrange medical or dental appointments at such times when a student is not scheduled to be in class or at some other course-related activity.

Students shall not schedule any non-medical, non-emergency appointments (e.g. banking, hairstyling) at such times when a student is scheduled to be in class or at some other course-related activity.

Parents/Guardians are not permitted to authorize student absences.

The following constitutes the only Authorized Absences recognized by CIC:

- an illness documented by a certificate or note from a physician (medical staff), school nurse, final decision to authorize an absence rests with Principal or Vice Principal;
- documentation or evidence that the student attended a medical or dental appointment, final decision to authorize an absence rests with Principal or Vice Principal;
- documentation or evidence that the student attended to a visa/passport related issue at his or her respective embassy or consulate, final decision to authorize an absence rests with Principal or Vice Principal;
- documentation or evidence of an appointment, such as an interview, audition or placement test required as part of the application with a university or college admissions office, final decision to authorize an absence rests with Principal or Vice Principal;
- documentation or evidence of attending an English language proficiency test (e.g. IELTS, TOEFL, Duolingo), final decision to authorize an absence rests with Principal or Vice Principal;
- to attend to any personal matter, which CIC in its sole discretion would consider reasonable, final decision to authorize an absence rests with the Principal or Vice Principal.

All other absences are considered unauthorized absences.

#### *Consequences for Breach of Policy*

Any student found in breach of this provision may be directed to the Principal or Designate who shall determine the appropriate consequence, which may include the disciplinary measures as set out in Article 15 herein.

### **3. Policy**

Any student residing at CIC residence/homestay, with an Authorized Absence due to an illness shall, barring any reasonable circumstances, remain in residence/homestay.

#### *Consequences for Breach of Policy*

If the student is found to have left residence/homestay for any reason other than to attend medical appointments, acquire medical supplies etc., or other reasonable grounds, the authorization for the absence may be revoked and the student may be directed to the Principal or Designate for the appropriate consequence, which may include the disciplinary measures as set out in Article 15 herein.

### **4. Policy**

Students are required to attend all classes punctually. In the event that a student has cause to arrive late for a scheduled class, the student shall enter the class quietly and respectfully without disturbing other students and provide the teacher with a reason for his or her tardiness, shortly thereafter. Students will be marked “tardy” if they are more than 20 minutes late for a scheduled class and considered absent for attendance purposes.

Students are required to attend period 1 no later than the commencement time of 8:45 a.m. (EST) during Fall/Winter semester or at such time as designated by the Principal. Students are required to attend Summer School period 1 by no later than the commencement time of 8:30a.m. (EST) or at such times designated by the Principal.

*Consequences for Breach of Policy*

Any student arriving late to class may accumulate time towards a student's absences for a semester and may be directed to the Principal or Designate for the appropriate consequence which may include the disciplinary measures as set out in Article 15 herein.

**5. Policy**

Students have a duty to notify the Principal as well as their Admissions/Liaison officers, for any extended, consecutive absences, which are not related to any medical reason or school activity. The Principal, in his or her sole discretion, has the authority to permit such consecutive absences and consent may be withheld. As a condition for permitting the consecutive absences, the Principal may require the student to meet with all of his or her teachers, to create a plan to ensure that the student is up to date with the course material, assignments and tests upon the student's return.

*Consequences for Breach of Policy*

Any student failing to obtain consent for any extended, consecutive absences, may be directed to the Principal or Designate for the appropriate consequence, which may include the disciplinary measures as set out in Article 15 of the CIC Code of Conduct.

## STUDENT BEHAVIOUR – ADMINISTRATIVE REGULATIONS

It is important to maintain and encourage acceptable standards of student behaviour. The primary purpose of such standards is the success of the student in an educational environment. All school personnel are committed to maintaining an atmosphere of mutual respect, identifying the causes of student misconduct, finding constructive methods for preventing and controlling such misconduct, and consistently applying school rules.

1. Students are responsible for their own behaviour.
2. Teachers are responsible for
  - providing instructional and management programs
  - conducting well planned and effective classroom programs
  - handling disciplinary problems within the classroom
  - supervising students on the campus or on field trips
  - daily reporting of attendance to prevent absenteeism
3. Parents are expected to cooperate with school personnel by assuming responsibility for the behavior and attendance of their children.
4. Counsellors are expected to assist students with academic and career planning, with personal issues, and in making wise choices leading to success in school.
5. Members of the Columbia International College Discipline Committee (CICDC- Principal, Vice Principal and designated staff) are responsible for the interpretation and enforcement of standards of student behavior in the school and for the maintenance of a good learning environment.
6. Student Services and Liaison/Admissions staff is expected to help students assume responsibility for their actions, liaise between parents and the school, and assist with non-academic issues such as visa / study permit renewal.
7. Residence Managers and Residence Houseparents, are responsible for maintaining a living environment that is safe and fosters mutual respect. They will also deal with discipline issues that may arise in residence.

Depending on circumstances, some or all of the methods cited below may be used in fostering appropriate student behavior:

- Progressive Discipline
- Involve parents through teleconference
- Refer pupils to counsellors and/or administrative personnel
- Refer to health agencies
- Utilize community resources
- Assign class extension
- Use behavior contracts
- Suspend from class or school
- Expel from the school

## PROGRESSIVE DISCIPLINE POLICY

### PROGRESSIVE SUPPORT AND CONSEQUENCES

At CIC, we have a progressive discipline policy. Depending on the nature of the violation of the CIC Code of Conduct, the resulting Support and Consequences for the students will be determined by considering the individual circumstances and the overall safety and welfare of the CIC community.

Depending on the nature of the violation of the CIC Code of Conduct, the Support and Consequences under our Progressive Discipline Policy will be determined taking the following into consideration: the students' stage of growth and development

- the nature and severity of the behaviour
- the impact of the behaviour on the school climate

The goal of our Progressive Discipline Policy is to help prevent inappropriate student behaviour from happening again.

Individualized Supports	Columbia International College Disciplinary Committee (CICDC) Discipline Hearing	CICDC Expulsion Hearing
<p>Behaviours such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Unsafe Behaviour</li> <li>• Disruptive Behaviour;</li> <li>• Disrespect to self, others and Community;</li> <li>• Inappropriate Behaviour</li> <li>• Unauthorized Activities</li> <li>• Interference of Investigation</li> <li>• Failure to follow through with Expectations</li> <li>• Defiance towards Authority</li> </ul>	<p>More significant behaviours that cause harm to the student and others such behaviour includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• Repeated noncompliance, breaching Code of Conduct</li> <li>• Alcohol - Under the Influence, Possession, Trafficking, Sharing with a minor</li> <li>• Assault, not requiring medical attention</li> <li>• Academic Dishonesty – Repeated</li> <li>• Theft</li> <li>• Fraud/Forgery</li> </ul>	<p>The most significant behaviours that cause harm to the student, others and the school community, such behaviour includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• Repeated noncompliance, breaching Code of Conduct</li> <li>• Drugs - Possession, Under the Influence, Trafficking, Paraphernalia</li> <li>• Assault causing bodily harm</li> <li>• Sexual Assault</li> <li>• Possession of weapons/firearms/replicas</li> </ul>



	<ul style="list-style-type: none"> <li>• Bullying; verbal, social, cyber (online)</li> <li>• Threatening Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Robbery</li> <li>• Vandalism causing extensive damage to property</li> <li>• Continuous extended absences</li> <li>• Unmanageable behaviour</li> </ul>
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Each violation will be recorded in the student’s record and any subsequent violation thereafter requires the Principal or Vice Principal to support and consider progressive discipline applied up to, which shall then be followed by suspension and expulsion, where necessary, as determined under the circumstances by the Principal or Designate.

### SUSPENSION FROM SCHOOL

A student may be suspended from the school for a period of 1-20 days for any offense deemed serious enough by the Principal/Vice Principal to warrant suspension. The suspended student will be marked absent in each class and will work on assigned lessons in a designated area of the school or residence.

### NON-READMISSION

The school reserves the right to deny readmission to any registered student who fails the same course for 3 consecutive semesters due to poor attendance and attitude, and/or who has received more than 4 warnings, for disciplinary reasons.

## SUMMARY OF COURSES OFFERED

ESL	ESLAO, ESLBO, ESLCO, ESLDO, ESLEO
Grade 9	AVI10, BBI10, BTT10, CGC1D, ENL1W, FSI10, GLS10, MTH1W, SNC1W
Grade 10	BBI20, BTT20, CHC2P, CHV20, ENG2D, GLC20, HIF20, ICD20, MFM2P, MPM2D, PPL20, SNC2D
Grade 11	ADA3M, AMI3M, AMV3M, AVI3M, BAF3M, BMI3C, CIE3M, EMS3O, ENG3C, ENG3U, GPP3O, HSP3U, ICS3U, MBF3C, MCF3M, MCR3U, PPL3O, SBI3U, SCH3U, SPH3U, TFJ3C, TEJ3M
Grade 12	ADA4M, AMI4M, AVI4M, AMV4M, AWD4M, BAT4M, BBB4M, BOH4M, CGW4U, CHY4U, CIA4U, CLN4U, ENG4C, ENG4U, HFA4U, HHS4U, HSB4U, HZT4U, ICS4U, IDC4U (A), ICD4U (E), LKMDU, MAP4C, MCV4U, MDM4U, MHF4U, OLC4O, SBI4U, SCH4U, SPH4U, TFJ4C, TEJ4M

\*These courses will be offered provided there is sufficient enrollment of students.

LEVEL OF DIFFICULTY	GRADE LEVEL
EAP	1 – Grade 9
Foundations 1 ESLAO/BO	2 – Grade 10
Foundation 2 ESLCO/DO	3 – Grade 11
	4 – Grade 12
Z – Non-Credit	
D – Academic	
O – Open	
P – Applied	
W – De-streamed	
M – University/College	
C – College	
U – University	

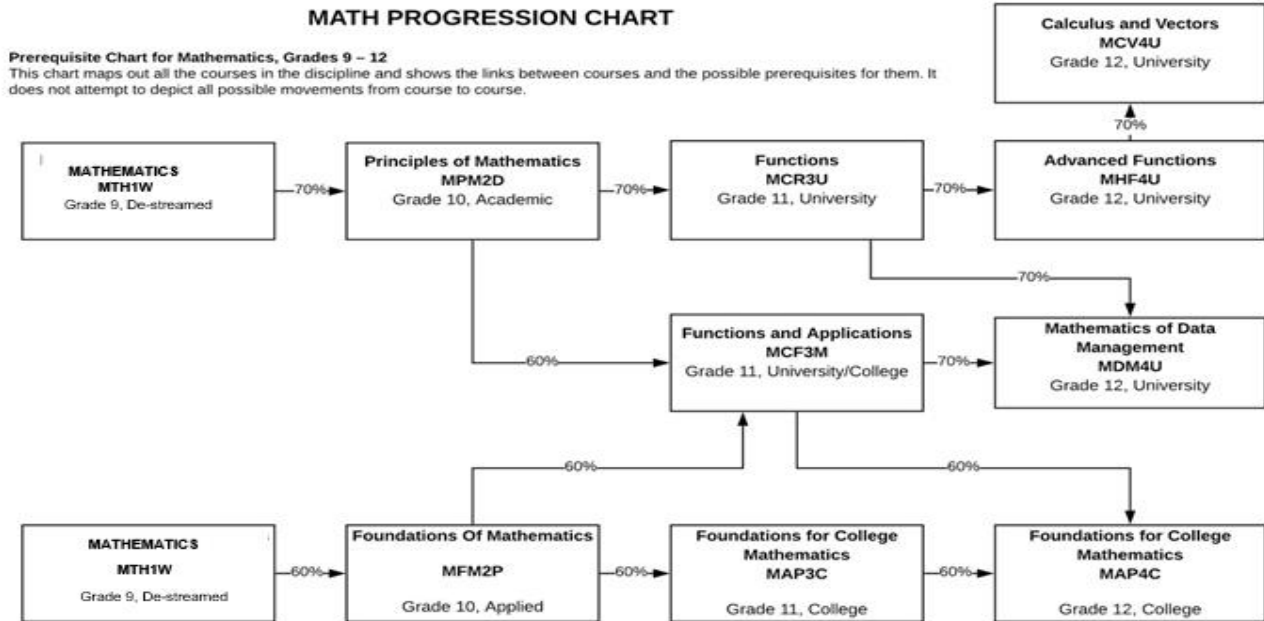
## COURSE CODE

ADA – Drama  
AMI, AMV – Music  
AVI, AWD – Visual Arts  
BBI – Introduction to Business  
BAF, BAT – Accounting  
BBB – International Business  
BBI – Introduction to Marketing  
BOH – Business Leadership  
BTT – Introduction to Information Technology in Business  
CGW/CGC – Geography  
CHC – Canadian Studies  
CHY – World History  
CLN – Canadian and International Law  
CHV/GLC – Career Studies / Civics  
CIE, CIA – Economics  
EMS – Media Studies  
ENG – English  
ESL – English as a Second Language  
FSF – French  
GLS – Learning Strategies: Skills for Success in Secondary School  
GPP – Leadership Studies  
HFA – Nutrition and Health  
HIF – Exploring Family Studies  
HHS – Families in Canada  
HSP – Intro to Anthropology, Psychology, and Sociology  
HSB – Challenge & Change in Society  
HZT – Philosophy Questions and Theories  
ICD – Digital Technology and Innovations in the Changing World  
ICS – Computer Science  
IDC – Interdisciplinary Studies  
IDC – Sports and Entertainment Marketing  
IDC – Media  
LKM – Chinese (Mandarin)  
MAP/MCR/MCF/MPM/MFM/MBF/MTH – Mathematics  
MHF – Advanced Functions – Mathematics  
MCV – Calculus and Vectors – Mathematics  
MDM – Data Management – Mathematics  
OLC – Ontario Literacy Course  
PPL – Healthy Active Living Education  
SBI – Biology

SCH – Chemistry  
SNC – Science  
SPH – Physics  
TEJ - Computer Engineering Technology  
TFJ – Hospitality and Tourism

# PROGRESSION CHARTS

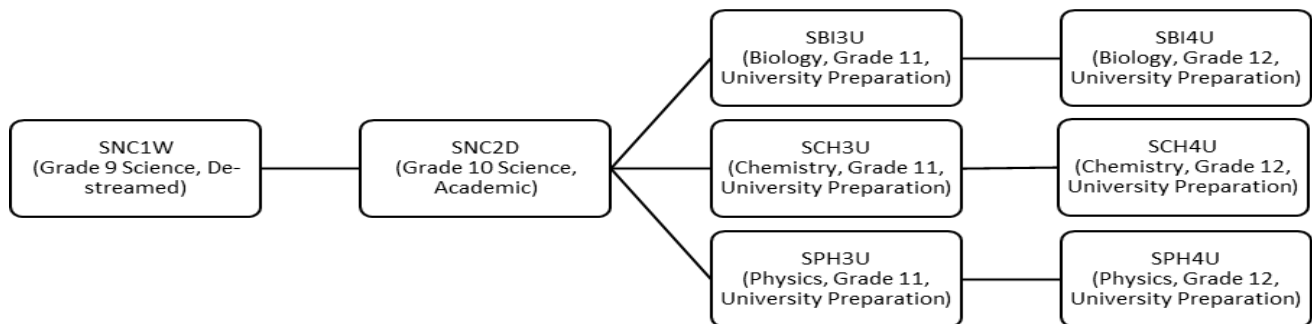
## MATH PROGRESSION CHART



**Important Notes about the Math Progression Chart:**

1. Each percentage in the chart is the **recommended** grade for success from the prerequisite course.
2. The passing mark in each course is 50% according to the Ontario Curriculum for Mathematics
3. Students going into a course with a passing grade lower than the recommended mark will be placed on Academic Support from the start of the semester in order to ensure success.

## SCIENCE PROGRESSION CHART



## COURSE DESCRIPTIONS

### DRAMATIC ARTS

#### ADA3M DRAMA

Grade 11, University/College Preparation

110 hours – 1 Credit

This course requires students to create and perform in dramatic presentations. Students will analyze, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyze the functions of playwrights, directors, actors, designers, technicians, and audiences.

**Prerequisite: Drama, Grade 9 or 10, Open**

#### **Core Units**

- Creating and Presenting
- Reflecting, Responding, and Analysing
- Foundations

#### **Evaluation**

Term 70%  
Final 30%

#### ADA4M DRAMA

Grade 12, University/College Preparation

110 hours – 1 Credit

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

**Prerequisite: Drama, Grade 11, University/College Preparation**

#### **Core Units**

- Creating and Presenting
- Reflecting, Responding, and Analysing
- Foundations

#### **Evaluation**

Term 70%  
Final 30%

## VISUAL ARTS

\*FEES FOR ALL VISUAL ARTS COURSES ARE \$100.00

### AVI10 VISUAL ARTS

Grade 9, Open

110 hours – 1 Credit

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

**Prerequisite: None**

#### **Core Units**

- Creating and Presenting
- Reflecting, Responding, and Analysing
- Foundations

#### **Evaluation**

Term	70%
Final	30%

### AVI3M VISUAL ARTS

Grade 11, University/College Preparation

110 hours – 1 Credit

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

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

#### **Core Units**

- Creating and Presenting
- Reflecting, Responding, and Analysing
- Foundations

#### **Evaluation**

Term	70%
Final	30%

## AVI4M VISUAL ARTS

Grade 12, University/College Preparation

110 hours – 1 Credit

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

**Prerequisite: Visual Arts, Grade 11, University/College Preparation**

### Core Units

- Creating and Presenting
- Reflecting, Responding, and Analysing
- Foundations

### Evaluation

Term	70%
Final	30%

## AWD4M VISUAL ARTS – APPLIED DESIGN

Grade 12, University/College Preparation

110 hours – 1 Credit

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

**Prerequisite: Visual Arts, Grade 11, University/College Preparation, Open**

### Core Units

- Unit 1: The Artist as Fact Finder and Experimenter
- Unit 2: The Artist as Social and/or Cultural Contributor
- Unit 3: The Artist as Reflective and Conceptual Contributor
- Unit 4: The Artist as Independent Thinker: CCA

### Evaluation

Term	70%
Final	30%



## MUSIC

### AMI3M INSTRUMENTAL MUSIC

Grade 11, University/College Preparation  
110 hours – 1 Credit

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

**Prerequisite: Music, Grade 9 or 10, Open**

#### Core Units

- Creating and Performing
- Reflecting, Responding, and Analysing
- Foundations

#### Evaluation

Term	70%
Final	30%

### AMI4M INSTRUMENTAL MUSIC

Grade 12, University/College Preparation  
110 hours – 1 Credit

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyze how to apply skills developed in music to their life and careers.

**Prerequisite: Music, Grade 11, University/College Preparation**

#### Core Units

- Creating and Performing
- Reflecting, Responding, and Analysing
- Foundations

#### Evaluation

Term	70%
Final	30%

### AMV3M VOCAL MUSIC

Grade 11, University/College Preparation

110 hours – 1 Credit

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

**Prerequisite: Music, Grade 9 or 10, Open**

#### Core Units

- Creating and Performing
- Reflecting, Responding, and Analysing
- Foundations

#### Evaluation

Term 70%  
Final 30%

### AMV4M VOCAL MUSIC

Grade 12, University/College Preparation

110 hours – 1 Credit

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyze how to apply skills developed in music to their life and careers.

**Prerequisite: Music, Grade 11, University/College Preparation**

#### Core Units

- Creating and Performing
- Reflecting, Responding, and Analysing
- Foundations

#### Evaluation

Term 70%  
Final 30%

## BUSINESS

### BTT10, BTT20 INFORMATION AND COMMUNICATION TECHNOLOGY IN BUSINESS

Grade 9 or 10, Open

110 hours – 1 Credit

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

#### **Core Units**

- Digital Literacy
- Productivity Software
- Design Software
- Business Communications
- Ethics and Issues in Information and Communication Technology

#### **Evaluation**

Term 70%

Final 30%

### BBI10, BBI20 INTRODUCTION TO BUSINESS

Grade 9 or 10, Open

110 hours – 1 Credit

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

**Prerequisite: None**

#### **Core Units**

- Business Fundamentals
- Functions of a Business
- Finance
- Entrepreneurship

#### **Evaluation**

Term 70%

Final 30%

## BMI3C MARKETING GOODS, SERVICES, EVENTS

Grade 11, College Preparation

110 hours – 1 Credit

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

**Prerequisite: None**

### Core Units

- Marketing Fundamentals
- The Marketing Mix
- Trends in Marketing
- The Marketing Plan

### Evaluation

Term 70%

Final 30%

## CIE3M THE INDIVIDUAL AND THE ECONOMY

Grade 11, University/College Preparation

110 hours – 1 Credit

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

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

### Core Units

- Economic Inquiry and Skill Development
- Fundamentals of Economics
- Economic Challenges and Responses
- Interrelationships Among Economic Citizens
- Economic Interdependence

### Evaluation

Term 70%

Final 30%

## BAF3M FINANCIAL ACCOUNTING FUNDAMENTALS

Grade 11, University/College Preparation

110 hours – 1 Credit

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

**Prerequisite: None**

<b>Core Units</b>	<b>Evaluation</b>
<ul style="list-style-type: none"><li>• Fundamental Accounting Practices</li></ul>	Term 70%
<ul style="list-style-type: none"><li>• Advanced Accounting Practices</li></ul>	Final 30%
<ul style="list-style-type: none"><li>• Internal Control, Financial Analysis, and Decision Making</li></ul>	
<ul style="list-style-type: none"><li>• Ethics, Impact of Technology, and Careers</li></ul>	

## BAT4M FINANCIAL ACCOUNTING PRINCIPLES

Grade 12, University/College Preparation

110 hours – 1 Credit

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

**Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation**

<b>Core Units</b>	<b>Evaluation</b>
<ul style="list-style-type: none"><li>• The Accounting Cycle</li></ul>	Term 70%
<ul style="list-style-type: none"><li>• Accounting Practices for Assets</li></ul>	Final 30%
<ul style="list-style-type: none"><li>• Partnerships and Corporations</li></ul>	
<ul style="list-style-type: none"><li>• Financial Analysis and Decision Making</li></ul>	

## BBB4M INTERNATIONAL BUSINESS FUNDAMENTALS

Grade 12, University/College Preparation

110 hours – 1 Credit

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**

### Core Units

- Business, Trade, and the Economy
- The Global Environment for Business
- Factors Influencing Success in International Markets
- Marketing Challenges and Approaches, and Distribution
- Working in International Markets

### Evaluation

Term 70%

Final 30%

## BOH4M BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS

Grade 12, University/College Preparation

110 hours – 1 Credit

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

**Prerequisite: None**

### Core Units

- Foundations of Management
- Leading
- Management Challenges
- Planning and Controlling
- Organizing

### Evaluation

Term 70%

Final 30%

## IDC4U (IDC4A) SPORTS AND ENTERTAINMENT MARKETING

Grade 12, University/College Preparation

110 Hours – 1 Credit

This course emphasizes the development of practical skills and knowledge in the growing sports and entertainment marketing industry. Through individual and collaborative inquiry, students will use a range of print, electronic, and mass media resources to research into contemporary issues and real-life situations in the sports and entertainment marketing industry. Students will acquire knowledge in the areas of consumer behaviour, consumer research, product development, pricing strategies, advertising, public relations/publicity, event marketing, endorsement, promotional licensing, sponsorship, product distribution, and legal issues in the industry. This course prepares students for postsecondary programs in business, including sports and entertainment marketing, marketing, and management.

**Prerequisite: Any university/college preparation Business course**

### Core Units

- Theory and Foundation Marketing Fundamentals
- Process and Methods of Research; Marketing and Business Plans
- Implementation, Evaluation, Impacts, and Consequences: Operating Sports and Entertainment Marketing Business

### Evaluation

Term	70%
Final	30%

## CIA4U ANALYSING CURRENT ECONOMIC ISSUES

Grade 12, University Preparation

110 hours – 1 Credit

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

**Prerequisite: Any University or University/College preparation course in Canadian and world studies, English, or Social Sciences and Humanities**

### Core Units

- Economic Inquiry and Skill Development
- Fundamentals of Economics
- Firms, Markets, and Economic Stakeholders
- Macroeconomics
- Global Interdependence and Inequalities

### Evaluation

Term	70%
Final	30%

## CAREER STUDIES

### GPP30 LEADERSHIP AND PEER SUPPORT

Grade 11, Open

110 hours – 1 Credit

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

**Prerequisite: None**

#### **Core Units**

- Personal Knowledge and Management Skills
- Interpersonal Knowledge and Skills
- Exploration of Opportunities

#### **Evaluation**

Term 70%  
Final 30%

### GLS10 LEARNING STRATEGIES 1: SKILLS FOR SUCCESS IN SECONDARY SCHOOL

Grade 9, Open

110 hours - 1 Credit

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

**Prerequisite: None**

#### **Core Units**

- Learning Skills
- Personal Knowledge and Management Skills
- Interpersonal Knowledge and Skills
- Exploration of Opportunities

#### **Evaluation**

Term 70%  
Final 30%



## HIF20 EXPLORING FAMILY STUDIES

Grade 10, Open

110 hours - 1 Credit

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

**Prerequisite: None**

### Core Units

- Research and Inquiry Skills
- Self and Others
- Daily Living Skills
- Exercising Responsibility

### Evaluation

Term	70%
Final	30%

## GLC20 CAREER STUDIES

Grade 10, Open

55 hours – 0.5 Credits

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

**Prerequisite: None**

### Core Units

- Developing the Skills, Strategies, and Habits Needed to Succeed
- Exploring and Preparing for the World of Work
- Planning and Financial Management to Help Meet Postsecondary Goals

### Evaluation

Term	70%
Final	30%

## CHV20 CIVICS AND CITIZENSHIP

Grade 10, Open

55 hours - 0.5 Credit

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

**Prerequisite: None**

### Core Units

- Political Inquiry and Skill Development
- Civic Awareness
- Civic Engagement, Service, and Action

### Evaluation

Term	70%
Final	30%

## COMPUTER STUDIES

\*FEES FOR ALL COMPUTER COURSES ARE \$50.00

### ICD20 DIGITAL TECHNOLOGY AND INNOVATIONS IN THE CHANGING WORLD

Grade 10, Open

110 hours – 1 Credit

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.

**Prerequisites: None**

#### **Core Units**

- Computational Thinking and Making Connections
- Hardware, Software, and Innovations
- Programming

#### **Evaluation**

Term	70%
Final	30%

### ICS3U INTRODUCTION TO COMPUTER SCIENCE

Grade 11, University Preparation

110 hours – 1 Credit

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

**Prerequisite: None**

#### **Core Units**

- Programming Concepts and Skills
- Software Development
- Computer Environments and Systems
- Topics in Computer Science

#### **Evaluation**

Term	70%
Final	30%

## ICS4U COMPUTER SCIENCE

Grade 12, University Preparation

110 hours – 1 Credit

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

**Prerequisite: Introduction to Computer Science, Grade 11, University Preparation**

### Core Units

- Programming Concepts and Skills
- Software Development
- Designing Modular Programs
- Topics in Computer Science

### Evaluation

Term	70%
Final	30%

## ENGLISH AS A SECOND LANGUAGE

### ESLAO ENGLISH AS A SECOND LANGUAGE LEVEL 1

ESL Level 1, Open

110 hours – 1 Credit

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**

#### **Core Units**

- Listening and Speaking
- Reading
- Writing
- Socio-Cultural Competence and Media Literacy

#### **Evaluation**

Term	70%
Final	30%

### ESLBO ENGLISH AS A SECOND LANGUAGE LEVEL 2

ESL Level 2, Open

110 hours – 1 Credit

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

**Prerequisite: English as a Second Language, Level 1, or equivalent**

#### **Core Units**

- Listening and Speaking
- Reading
- Writing
- Socio-Cultural Competence and Media Literacy

#### **Evaluation**

Term	70%
Final	30%

### ESLCO ENGLISH AS A SECOND LANGUAGE LEVEL 3

ESL Level 3, Open

110 hours – 1 Credit

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: English as a Second Language, Level 2, or equivalent**

#### Core Units

- Listening and Speaking
- Reading
- Writing
- Socio-Cultural Competence and Media Literacy

#### Evaluation

Term	70%
Final	30%

### ESLDO ENGLISH AS A SECOND LANGUAGE LEVEL 4

ESL Level 4, Open

110 hours – 1 Credit

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: English as a Second Language, Level 3, or equivalent**

#### Core Units

- Listening and Speaking
- Reading
- Writing
- Socio-Cultural Competence and Media Literacy

#### Evaluation

Term	70%
Final	30%

## ESLEO ENGLISH AS A SECOND LANGUAGE LEVEL 5

ESL Level 5, Open

110 hours – 1 Credit

This course provides students with 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: English as a Second Language, Level 4, or equivalent**

### Core Units

- Listening and Speaking
- Reading
- Writing
- Socio-Cultural Competence and Media Literacy

### Evaluation

Term 70%

Final 30%

## ENGLISH

### ENL1W ENGLISH

Grade 9, De-streamed

110 hours – 1 Credit

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**

#### **Core Units**

- Literacy Connections and Applications
- Foundations of Language
- Comprehension: Understanding and Responding to Texts
- Composition: Expressing Ideas and Creating Texts

#### **Evaluation**

Term	70%
Final	30%

### ENG2D ENGLISH

Grade 10, Academic

110 hours – 1 Credit

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

**Prerequisite: English, Grade 9, Academic or Applied**

#### **Core Units**

- Oral Communication
- Reading and Literature Studies
- Writing
- Media Studies

#### **Evaluation**

Term	70%
Final	30%



## ENG3C ENGLISH

Grade 11, College Preparation

110 hours- 1 Credit

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, Applied**

### Core Units

- Oral Communication
- Reading and Literature Studies
- Writing
- Media Studies

### Evaluation

Term	70%
Final	30%

## ENG3U ENGLISH

Grade 11, University Preparation

110 hours – 1 Credit

This course emphasizes the development of literacy, communication, 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**

### Core Units

- Oral Communication
- Reading and Literature Studies
- Writing
- Media Studies

### Evaluation

Term	70%
Final	30%

## ENG4C ENGLISH

Grade 12, College preparation

110 hours – 1 Credit

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, College Preparation**

### Core Units

- Oral Communication
- Reading and Literature Studies
- Writing
- Media Studies

### Evaluation

Term	70%
Final	30%

## ENG4U ENGLISH

Grade 12, University Preparation

110 hours – 1 Credit

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

**Prerequisite: English, Grade 11, University Preparation**

### Core Units

- Oral Communication
- Reading and Literature Studies
- Writing
- Media Studies

### Evaluation

Term	70%
Final	30%

## EMS30 MEDIA STUDIES

Grade 11, Open

110 hours – 1 Credit

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

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

### Core Units

- Understanding and Interpreting Media Texts
- Media and Society
- The Media Industry
- Producing and Reflecting on Media Texts

### Evaluation

Term	70%
Final	30%

## OLC40 ONTARIO SECONDARY SCHOOL LITERACY COURSE

Grade 12

110 hours – 1 Credit

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).

### Core Units

- Building Reading Skills
- Building Writing Skills
- Understanding and Assessing Growth in Literacy

### Evaluation

Term	70%
Final	30%

## CANADIAN AND WORLD STUDIES

### CGC1D ISSUES IN CANADIAN GEOGRAPHY

Grade 9, Academic

110 hours – 1 Credit

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

**Prerequisite: None**

#### Core Units

- Geographic Inquiry and Skill Development
- Interactions in the Physical Environment
- Managing Canada's Resources and Industries
- Changing Populations
- Livable Communities

#### Evaluation

Term 70%  
Final 30%

### CGW4U WORLD ISSUES: A GEOGRAPHIC ANALYSIS

Grade 12, University Preparation

110 hours – 1 Credit

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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

#### Core Units

- Geographic Inquiry and Skill Development
- Spatial Organization: Relationships and Disparities
- Sustainability and Stewardship
- Interaction and Interdependence: Globalization

#### Evaluation

Term 70%  
Final 30%

- Social Change and Quality of Life

## CHC2P CANADIAN HISTORY SINCE WORLD WAR I

Grade 10, Applied

110 hours – 1 Credit

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

**Prerequisite: None**

### Core Units

- Historical Inquiry and Skill Development
- Canada 1914 – 1929
- Canada 1929 – 1945
- Canada 1945 – 1982
- Canada 1982 to the Present

### Evaluation

Term	70%
Final	30%

## CHY4U WORLD HISTORY SINCE THE FIFTEENTH CENTURY

Grade 12, University Preparation

110 hours – 1 Credit

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

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

### Core Units

- Historical Inquiry and Skill Development
- The World, 1450- 1650

### Evaluation

Term	70%
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- The World, 1650-1789
  - The World, 1789- 1900
  - The World since 1900
- Final 30%

## CLN4U CANADIAN AND INTERNATIONAL LAW

Grade 12, University

110 hours – 1 Credit

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

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

### Core Units

- The Inquiry Process and Skill Development in Legal Studies
- Legal Foundations
- Rights and Freedoms
- Foundations of International Law and Dispute Resolution
- International Legal Issues

### Evaluation

Term 70%

Final 30%

## HUMANITIES

### HSP3U INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY & SOCIOLOGY

Grade 11, University Preparation

110 hours – 1 Credit

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)**

#### **Core Units**

- Research and Inquiry Skills
- Anthropology
- Psychology
- Sociology

#### **Evaluation**

Term	70%
Final	30%

### HSB4U CHALLENGE AND CHANGE IN SOCIETY

Grade 12, University Preparation

110 hours – 1 Credit

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

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

#### **Core Units**

- Research and Inquiry Skills
- Social Change
- Social Patterns and Trends
- Global Social Challenges

#### **Evaluation**

Term	70%
Final	30%

## HHS4U FAMILIES IN CANADA

Grade 12, University Preparation

110 hours – 1 Credit

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

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

### Core Units

- Research and Inquiry Skills
- Theoretical Perspectives on Development
- The Impact of Norms, Roles, and Institutions
- Trends, Issues, and Challenges

### Evaluation

Term	70%
Final	30%

## HFA4U NUTRITION AND HEALTH

Grade 12, University Preparation

110 hours – 1 Credit

\*Fees are \$100.00

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

### Core Units

- Research and Inquiry Skills
- Nutrition and Health
- Eating Patterns and Trends
- Local and Global Issues
- Food-Preparation Skills

### Evaluation

Term	70%
Final	30%



## HZT4U PHILOSOPHY: QUESTIONS AND THEORIES

Grade 12, University Preparation

110 hours – 1 Credit

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). \* Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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

### Core Units

- Research and Inquiry Skills
- Philosophical Foundations
- Core Topics: Metaphysics
- Core Topics: Ethics
- Core Topics: Epistemology
- Supplementary Topics: Philosophy of Science
- Supplementary Topics: Social and Political Philosophy
- Supplementary Topics: Aesthetics

### Evaluation

Term	70%
Final	30%

## IDC4U INTERDISCIPLINARY STUDIES

Grade 12, University Preparation

110 hours – 1 Credit

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyze historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavors. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

**Prerequisites: Any university or university/college preparation course.**

### Core Units

- Theory and Foundation

### Evaluation

Term	70%
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- Processes and Methods of Research Final 30%
- Implementation, Evaluation, Impacts, and Consequences

### TFJ3C HOSPITALITY AND TOURISM

Grade 11, College  
110 hours – 1 Credit

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry.

**Prerequisite: None**

#### Core Units

- Hospitality and Tourism Fundamentals
- Hospitality and Tourism Skills
- Industry Practices, The Environment, and Society
- Professional Practice and Career Opportunities

#### Evaluation

Term 70%  
Final 30%

### TFJ4C HOSPITALITY AND TOURISM

Grade 12, College  
110 hours – 1 Credit

This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry.

**Prerequisite: Hospitality and Tourism, Grade 11, College Preparation**

#### Core Units

- Hospitality and Tourism Fundamentals
- Hospitality and Tourism Skills
- Industry Practices, The Environment, and Society
- Professional Practice and Career Opportunities

#### Evaluation

Term 70%  
Final 30%

## TECHNOLOGICAL EDUCATION

### TEJ3M COMPUTER ENGINEERING TECHNOLOGY

Grade 11, University/College preparation

110 hours – 1 Credit

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**

#### **Core Units**

- Computer Technology Fundamentals
- Computer Technology Skills
- Technology, The Environment, and Society
- Professional Practice and Career Opportunities

#### **Evaluation**

Term	70%
Final	30%

### TEJ4M COMPUTER ENGINEERING TECHNOLOGY

Grade 12, University/College preparation

110 hours – 1 Credit

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**

#### **Core Units**

- Computer Technology Fundamentals
- Computer Technology Skills
- Technology, The Environment, and Society
- Professional Practice and Career Opportunities

#### **Evaluation**

Term	70%
Final	30%

## LANGUAGES

### FSF10 CORE FRENCH

Grade 9, Open

110 hours – 1 Credit

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**

#### **Core Units**

- Listening
- Speaking
- Reading
- Writing

#### **Evaluation**

Term	70%
Final	30%

### LKMDU CHINESE (MANDARIN)

Grade 12, University Preparation

110 hours – 1 Credit

This course prepares students for university studies in Chinese. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.

**Prerequisite: Level 2 International Language (Mandarin Chinese), University Preparation or Equivalent**

#### **Core Units**

- Knowledge of Chinese Characters
- Classical Chinese Writings
- Confucius and Confucianism
- Classical Chinese Poetry
- Chinese Fiction & Drama

#### **Evaluation**

Term	70%
Final	30%

## MATHEMATICS

### MTH1W MATHEMATICS

Grade 9, De-streamed

110 hours – 1 Credit

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**

#### Core Units

- Social-Emotional Learning (SEL) Skills in Mathematics
- Mathematical Thinking and Making Connections
- Number
- Algebra
- Data
- Geometry and Measurement
- Financial Literacy

#### Evaluation

Term	70%
Final	30%

### MPM2D PRINCIPLES OF MATHEMATICS

Grade 10, Academic

110 hours – 1 Credit

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, De-streamed, or Grade 9 Mathematics Transfer, Academic or Applied**

#### Core Units

- Quadratic Relations of the Form  $y=ax^2+bx+c$

#### Evaluation

Term	70%
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- Analytic Geometry
  - Trigonometry
- Final 30%

## MFM2P FOUNDATIONS OF MATHEMATICS

Grade 10, Applied

110 hours – 1 Credit

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite: Grade 9 Mathematics, De-streamed**

### Core Units

- Measurement and Trigonometry
- Modelling Linear Relations
- Quadratic Relations of the Form  $y=ax^2+bx+c$

### Evaluation

Term 70%  
Final 30%

## MCR3U FUNCTIONS

Grade 11, University Preparation

110 hours – 1 Credit

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

**Prerequisite: Principles of Mathematics, Grade 10, Academic**

### Core Units

- Characteristics of Functions
- Exponential Functions
- Discrete Functions
- Trigonometric Functions

### Evaluation

Term 70%  
Final 30%

## MCF3M FUNCTIONS AND APPLICATIONS

Grade 11, University/College Preparation

110 hours – 1 Credit

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: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied**

### Core Units

- Quadratic Functions
- Exponential Functions
- Trigonometric Functions

### Evaluation

Term	70%
Final	30%

## MBF3C FOUNDATIONS FOR COLLEGE MATHEMATICS

Grade 11, College Preparation

110 hours – 1 Credit

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, analyzing, 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**

### Core Units

- Mathematical Models
- Personal Finance
- Geometry and Trigonometry
- Data Management

### Evaluation

Term	70%
Final	30%

## MHF4U ADVANCED FUNCTIONS

Grade 12, University Preparation

110 hours – 1 Credit

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**

### Core Units

- Exponential and Logarithmic Functions
- Trigonometric Functions
- Polynomial and Rational Functions
- Characteristics of Functions

### Evaluation

Term	70%
Final	30%

## MCV4U CALCULUS AND VECTORS

Grade 12, University Preparation

110 hours- 1 Credit

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

### Core Units

- Rate of Change
- Derivatives and Their Applications
- Geometry and Algebra of Vectors

### Evaluation

Term	70%
Final	30%



## MDM4U MATHEMATICS OF DATA MANAGEMENT

Grade 12, University Preparation

110 hours – 1 Credit

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing 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**

### Core Units

- Counting and Probability
- Probability Distributions
- Organization of Data for Analysis
- Statistical Analysis

### Evaluation

Term 70%  
Final 30%

## MAP4C FOUNDATIONS FOR COLLEGE MATHEMATICS

Grade 12, College preparation

110 hours – 1 Credit

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, or Functions and Applications, Grade 11, University/College Preparation**

### Core Units

- Mathematical Models
- Personal Finance
- Geometry and Trigonometry  
Data Management

### Evaluation

Term 70%  
Final 30%

## SCIENCE

### PPL20 HEALTHY ACTIVE LIVING EDUCATION

Grade 10, Open

110 hours – 1 Credit

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

**Prerequisite: None**

#### **Core Units**

- Active Living
- Movement Competence: Skills, Concepts, and Strategies
- Healthy Living

#### **Evaluation**

Term	70%
Final	30%

### PPL30 HEALTHY ACTIVE LIVING EDUCATION

Grade 11, Open

110 hours – 1 Credit

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

**Prerequisite: None**

#### **Core Units**

- Active Living
- Movement Competence: Skills, Concepts, and Strategies
- Healthy Living

#### **Evaluation**

Term	70%
Final	30%

## SNC1W SCIENCE

Grade 9, De-streamed

110 hours – 1 Credit

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

**Prerequisite: None**

### Core Units

- STEM Skills, Careers, and Connections
- Biology: Sustainable Ecosystems and Climate Change
- Chemistry: The Nature of Matter
- Physics: Principles and Applications of Electricity
- Earth and Space Science

### Evaluation

Term	70%
Final	30%

## SNC2D SCIENCE

Grade 10, Academic

110 hours – 1 Credit

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

**Prerequisite: Science, Grade 9, Academic or Applied**

### Core Units

- Scientific Investigation Skills and Career Exploration
- Biology: Tissues, Organs, and Systems of Living Things
- Chemistry: Chemical Reactions
- Earth and Space Science: Climate Change
- Physics: Light and Geometric Optics

### Evaluation

Term	70%
Final	30%

## SBI3U BIOLOGY

Grade 11, University preparation

110 hours – 1 Credit

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

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

### Core Units

- Scientific Investigation Skills and Career Exploration
- Diversity of Living Things
- Evolution
- Genetic Processes
- Animals: Structure and Function
- Plants: Anatomy, Growth, and Function

### Evaluation

Term	70%
Final	30%

## SBI4U BIOLOGY

Grade 12, University preparation

110 hours – 1 Credit

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

**Prerequisite: Biology, Grade 11, University Preparation**

### Core Units

- Scientific Investigation Skills and Career Exploration
- Biochemistry
- Metabolic Processes
- Molecular Genetics
- Homeostasis
- Population Dynamics

### Evaluation

Term	70%
Final	30%

## SCH3U CHEMISTRY

Grade 11, University preparation

110 hours – 1 Credit

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, Academic**

### Core Units

- Scientific Investigation Skills and Career Exploration
- Matter, Chemical Trends, and Chemical Bonding
- Chemical Reactions
- Quantities in Chemical Reactions
- Solutions and Solubility
- Gases and Atmospheric Chemistry

### Evaluation

Term	70%
Final	30%

## SCH4U CHEMISTRY

Grade 12, University Preparation

110 hours – 1 Credit

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

**Prerequisite: Chemistry, Grade 11, University Preparation**

### Core Units

- Scientific Investigation Skills and Career Exploration
- Organic Chemistry
- Structure and Properties of Matter
- Energy Changes and Rates of Reaction
- Chemical Systems and Equilibrium
- Electrochemistry

### Evaluation

Term	70%
Final	30%

## SPH3U PHYSICS

Grade 11, University preparation

110 hours – 1 Credit

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

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

### Core Units

- Scientific Investigation Skills and Career Exploration
- Kinematics
- Forces
- Energy and Society
- Waves and Sound
- Electricity and Magnetism

### Evaluation

Term	70%
Final	30%

## SPH4U PHYSICS

Grade 12, University Preparation

110 hours – 1 Credit

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 analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

**Prerequisite: Physics, Grade 11, University Preparation**

### Core Units

- Scientific Investigation Skills and Career Exploration
- Dynamics
- Energy and Momentum
- Gravitational, Electric and Magnetic Fields
- The Wave Nature of Light
- Revolutions in Modern Physics: Quantum Mechanics and Special Relativity

### Evaluation

Term	70%
Final	30%