Can-AIM High School

2 Elmhurst Drive
Toronto Ontario
M9W 2J3

COURSE CALENDAR
2024-2025

Grade 9

Subject	Course Code	Prerequisite
Mathematics	**MTH1W**	**None**
Science	**SNCIW**	**None**
English	**ENG1D**	**None**
English	**ENG1P**	**None**
English as a Second Language, (ESL) Level 1	**ESLAO**	**None**
Exploring Canadian Geography	**CGC1W**	**None**
Healthy Active Living Education	**PPL1O**	**None**
Visual Arts	**AVI1O**	**None**
Technology and the Skilled Trades	**TAS1O**	**None**
Introduction to Business	**BBI1O**	**None**

Grade 10

Subject	Course Code	Prerequisite
Principles of Mathematics	**MPM2D**	**MTH1W**
Foundations of Mathematics	**MFM2P**	**MTH1W**
Science	**SNC2D**	**SNCIW**
English	**ENG2D**	**ENG1D**
English as a Second Language (ESL) Level 2	**ESLBO**	**None**
Career Studies (0.5)	**GLC2O**	**None**
Civics and Citizenship	**CHV2O**	**None**
Canadian History Since World War I	**CHC2D**	**None**
Computer Technology	**TEJ2O**	**None**

Grade 11

Subject	Course Code	Prerequisite
Foundations for College Mathematics	**MBF3C**	**MFM2P**
Functions	**MCR3U**	**MPM2D**
Functions and Applications	**MCF3M**	**MPM2D/ MFM2P**
Biology	**SB13U**	**SNC2D**
Chemistry	**SCH3U**	**SNC2D**
Physics	**SPH3U**	**SNC2D**
English	**ENG3C**	**ENG2P**

Grade 12

Subject	Course Code	Prerequisite
World Issues: A Geographic Analysis	**CGW4U**	**Any Canadian & World Studies, English or Social Sciences ***
Families in Canada	**HHS4U**	*
Challenge and Change in Society	**HSB4U**	*
Canada: History, Identity and Culture	**CHI4U**	*
World History since the Fifteenth Century	**CHY4U**	*
Nutrition and Health	**HFA4U**	*
International Business Fundamentals	**BBB4M**	**None**
Introductory Kinesiology	**PSK4U**	**Any Grade 11 U/C preparation science, or any Grade 11 or 12 o/c in health and physical ed.**
Biology	**SBI4U**	**SBI3U**
Chemistry	**SCH4U**	**SCH3U**
Physics	**SPH4U**	**SPH3U**
Advanced Functions	**MHF4U**	**MCR3U or MCT4C**
Calculus and Vectors	**MCV4U**	**MHF4U**
Mathematics of Data Management	**MDM4U**	**MCR3U or MCF3M**
Foundations for College Mathematics	**MAP4C**	**MBF3C**
English	**ENG4U**	**ENG3U**
English	**ENG4C**	**ENG3C**
English as a Second Language (ESL) Level 4	**ESLDO**	**None**

English	**ENG3U**	**ENG2D**
English as a Second Language (ESL) Level 3	**ESLCO**	**None**
World History to the End of the Fifteenth Century	**CHW3M**	**CHC2P/2D**
Healthy Act Living Education	**PPL3O**	**None**
Introduction to Anthropology, Psychology, and Sociology	**HSP3U**	**None**
Computer Engineering Technology	**TEJ3M**	**None**
Introduction to Computer Science	**ICS3U**	**None**

English as a Second Language (ESL) Level 5	**ESLEO**	**None**
Ontario Secondary School Literacy Course	**OLC4O**	**fail once in the literacy test**
The Writer's Craft	**EWC4U**	**ENG3U**
Computer Engineering Technology	**TEJ4M**	**TEJ3M**
Computer Science	**ICS4U**	**ICS3U**

Introduction

This handbook provides students and parents with the structure of approved academic programs, school routines and other requirements of the school. We encourage students to review the course selection guide carefully to choose the courses that will best help them to reach their goals. Detailed guidelines on student's conduct and behavior are furnished in a separate annexure to this prospectus. The students are expected to read them carefully and regulate their conduct and behavior accordingly.

MISSION STATEMENT

The mission of Can-AIM High School is to provide the highest standard of education to our students according to the approved academic program. Can-AIM high school believes in the importance and value of completing a secondary education. Our school philosophy includes a commitment to reach every student to help him or her achieve a successful outcome from their school experience at Can-AIM. The concept of completing a secondary education is essential. Obtaining a high school diploma has become an increasingly important prerequisite for economic and social mobility in the world. Young people with a high school education are much better equipped for modern life. They are more likely to be permanently employed and/or to be admitted to post-secondary institutions to further their education and become active members of our society. In Ontario, students must remain in the school till the age of 18 years or obtain Ontario Secondary School Diploma (OSSD).

The school is committed to:

- ➢ Maintaining a congenial atmosphere for the students to acquire knowledge to suit the needs of the present-day challenges in the field of education and learning
- ➢ Enable the students to reach their full potential to become responsible and contributing members of our community and society at large
- ➢ Providing incentives to the students to maintain lifelong interest in learning.

- ➢ Developing decision making ability and leadership qualities.
- ➢ Imparting education to the students in small classroom settings for effective communication between the students and the teachers;
- ➢ Encouraging students to share values and practices and be respectable members of the society.

COURSES SELECTION PROCESS:
STUDENT PLANNING AND PARENTAL RESPONSIBILITY

All students and their parents/guardians should seriously consider the advice and recommendations of the school when planning the student's course of study. The decision of selecting courses is a very critical process that is extremely important. Selection of courses should be made wisely having due regard to their preferences, special talents and career options.

DIPLOMA REQUIREMENT
Ontario Secondary School Diploma (OSSD) is awarded to students who fulfill the requirements of the OSSD by successfully completing a minimum of 30 credits. Credits are earned in four grades: grade 9, 10, 11 and 12, including:

18 compulsory credits

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

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

Plus, one credit from each of the following groups:

- **1 additional credit** (group 1): additional credit in English, **or French as a second language, ** or a Native language, classical, international language,** social sciences and the humanities, Canadian and world studies, **guidance and career education,** or **cooperative education*****

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

In addition to the compulsory credits, students must complete:

- 12 optional credits†
- 40 hours of community involvement activities
- The Ontario Literacy Test

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*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.
**In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.
***A maximum of 2 credits in cooperative education can count as compulsory credits.
†The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

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

7 required compulsory credits

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

7 required optional credits

✦✦ 7 credits selected by the student from available courses

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

THE CERTIFICATE OF ACCOMPLISHMENT

The certificate of accomplishment may be granted to students who leave school before fulfilling the requirements of the OSSD or OSSC.

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of

Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the Ontario Secondary School Transcript.
A student may return to school or take additional courses after receiving the certificate. The student's transcript (OST) will be updated, but a new Certificate of accomplishment will not be awarded when the student leaves again.
A student who receives the certificate and chooses to return to study at the secondary level may earn the OSSC and /or OSSD after fulfilling the appropriate credit requirement for each.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)
Prior learning assessment and recognition is the formal evaluation and credit granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in the provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process for students involves "placement". Requirements concerning the application procedures differ from those for regular day school students because of the broader life experience of students.
Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways:
1. They may demonstrate achievement of the required secondary school curriculum expectations and receive credits through the challenge process;
2. They may present education and/or training credentials for assessments through the placement / equivalency process;
3. They may take the course. It should be noted that Levels 2 and 3 in classical languages are equivalent to Grades 11 and 12; that Levels 3 and 4 in international languages are equivalent to Grades 11 and 12; and that Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12. Students can earn credits through the equivalency process and challenge process but our school is not offering the challenge process.

POLICIES FOR THE PLACEMENT PROCESS

1. Students are also eligible for placement credits if they transfer to Ontario Secondary Schools from non-inspected private schools or schools outside Ontario. Up to 16 (Grades 9 and 10) credits may be granted to a student at the discretion of the principal following individual assessment. These grades 9 and 10 credits must meet the diploma requirements that would usually be met through successful completion of grade 9 and 10 programs.
2. Each student who does not have transcripts indicating successful completion of the first two years of secondary school in the Ontario education system will be required to successfully complete an individual assessment before being granted any grade 9 and 10 credits. This will consist of assessment in English, Mathematics, Science, and Canadian history and Geography.

FULL DISCLOSURE

Final marks in every attempted course in grade eleven (11) and twelve (12) will be recorded on the Ontario student transcript (OST) except those courses' withdrawal within five instructional days after five weeks (middle of term); the withdrawal is not recorded on the OST.

Students are strongly encouraged to take their time in the selection of their courses. But only successful grade 9 and 10 courses are included in the transcript.

ONTARIO SCHOOL TRANSCRIPT (OST)

Each School maintains an Ontario student transcript (OST) in every student's file. This transcript is a provincially standardized document that provides a comprehensive record of a student's achievement in secondary school. In accordance with the Ontario Student Transcript Manual, 2013.

COMMUNITY INVOLVEMENT ACTIVITIES

Community involvement is a school related activity that is managed by the private school board.

- ➢ Students must complete a minimum of forty (40) hours of community involvement activities at any time during their years in the secondary school program.
- ➢ Community involvement activities may take place in a variety of settings: Businesses, Non-Profit Organizations, Public Sector Institutions and informal settings (the office has the list).
- ➢ This requirement may not be fulfilled through activities that are counted towards a credit (Cooperative education and work experience), through paid work, or by duties normally performed by a paid employee.
- ➢ This requirement is to be completed outside the student's normal instructional hours. Activities may take place during designated lunch hours, after school, on weekends, or during school holidays.
- ➢ Students will maintain and provide a record of their community involvement activities.
- ➢ The organizations and the people supervising the activities must confirm completion of the required 40 hours.
- ➢ Students must submit documentation attesting to the completion of each activity to the principal.
- ➢ The principal will determine if the student has met the requirements.
  For further details check this link: http://www.edu.gov.on.ca/extra/eng/ppm/124a.html

THE ONTARIO SECONDARY SCHOOL LITERACY REQUIREMENT

All students who enter Grade 10 must successfully complete the provincial secondary school literacy requirement in order to earn an Ontario Secondary School Diploma (OSSD). If a student fails at least once in the literacy test, they are eligible to take the Ontario Secondary School Literacy Course (OSSLC). Upon completing this course, it will not only fulfill the requirement

of OSSD, but also allow the student to earn one credit which will be part of 30 required credits.

- Students will normally take the test in Grade 10.
- The test will be based on the Ontario curriculum expectations for language and communication (particularly reading and writing) up to and including Grade 9.
- The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation.
- Schools must provide remedial assistance for students who do not complete the test successfully.
- Upon successful completion of the test, students may not retake it in the same language (i.e., English or French).
- Only successful completion will be noted on the students Ontario Student Transcript (OST). There will be no specific mark, or date.

Accommodations

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

Special Provisions

An English Language Learner (ELL) may receive special provisions such as adjustments to the setting and/or timing of the test. A deferral may be granted if the ELL has not acquired a level of proficiency in English sufficient to participate.

Deferrals

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

Exemptions

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

THE SCHOOL OBJECTIVE/PROGRAM:

The objective/program at Can-AIM High School will help students to develop the skills needed to live and work with success in a fast-changing world, based on high values.

ACHIEVEMENT:

Education is a process of learning that requires continuity and exposure to learning experiences. Students must learn to work not only as individuals but also with others. This involves the

student in listening, co-operating, sharing, interacting and experiencing mutual evaluation. The ability to work with and for others – both adult and peers – is an essential ingredient of the learning process. Regular attendance on the part of students is a vital component of this process and of the evaluation of student achievement. Every student in Ontario is required to remain in secondary school until they reach the age of eighteen or obtain an Ontario Secondary School Diploma (OSSD). Can-AIM High School aims to provide each student with the opportunity to achieve success according to the student's own interests, abilities and goals. By providing a quality education within the student's greater educational community, Can-AIM High School offers the student more choices and excels in the provision of providing quality education to the student.

SCHOOL ACADEMIC PROGRAMS:

i) Term Program

Can-AIM High School is organized on a term system. The school year is divided into four equal terms. Each term has ten-week program, each week students must work a minimum of 110 hours for each credit to finish the courses.

Term 1	September 3, 2024 – November 13, 2024
Term 2	November 14, 2024– January 31, 2025
Term 3	February 3, 2025 – April 11, 2025
Term 4	April 14, 2025 – June 30, 2025

School Year 2024-2025

Term 1

MONTH & NUMBER OF SCHOOL DAYS

SEP 3rd / 2024 = 20 DAYS — FIRST TERM BEGINS SEPT. 3rd, 2024

LABOUR DAY SEPT 2nd

OCT/ 2024 = 21 DAYS — THANKS GIVING DAY OCT 14th

NOV 13/2024 = 09 DAYS

50 days x 2.25 hrs= 112.50 hours

FINAL EXAM NOV 12 AND 13/2024

Term 2

MONTH & NUMBER OF SCHOOL DAYS

NOV 14/2024 = 12 DAYS — SECOND TERM BEGINS

DEC/2024 = 20 DAYS — DEC 30th to JAN 3rd CHRISTMAS BREAK JAN/

2025 = 18 DAYS — JAN 1st NEW YEAR DAY

50 days x 2.25 hrs= 112.50 hours

FINAL EXAM JAN 28 AND 29/2025

Term 3

MONTH & NUMBER OF SCHOOL DAYS

FEB 03/2025 = 20 DAYS FAMILY DAY FEB 17th
MAR/2025 = 21 DAYS GOOD FRIDAY APR 18th
APR 11/2025 = 9 DAYS

50 days x 2.25 hrs= 112.50 hours

FINAL EXAM APR 10 AND 11/2025

Term 4
MONTH & NUMBER OF SCHOOL DAYS
APR 14/2025 = 11 DAYS GOOD FRIDAY APR 18th , EASTER APR 21st
MAY/2024 = 21 DAYS VICTORIA DAY MAY 19th
JUN/ 2024 = 18 DAYS

50 days x 2.25 hrs.= 112.50 hours

FINAL EXAM JUNE 23-25/2025

ii) After School Program
This program is designed for students who can attend school only after 3 pm. Students enrolled in this program are required to put in 11 hours of class work per week. Students earn their credit in a span of 10 weeks.

SUMMER PROGRAM
This program is available during the months of July and August. In each month students can earn one credit. Classes are scheduled from Monday to Friday, 9 am to 3 pm with a half an hour lunch break. The number of working days for each summer month is twenty days.

ONTARIO SCHOOL INFORMATION SYSTEM (OnSIS):
The school submits the data to OnSIS four times in a year, according to Ministry requirements.

ONTARIO STUDENT RECORD (OSR)
The Ontario Student Record (OSR) folder is the official record for a student. The OSR is created when a student enters the Ontario School system and moves with the student from school to school. Every Ontario School keeps an OSR for each student enrolled on a full time.
If a student wants to take admission in our school, we contact the school where the student was studying previously for the OSR. However, if the school refuses to send the OSR, we ask for the letter of refusal and then open a new OSR for the student.

The OSR is created under the authority of the EDUCATION ACT, and the contents of the OSR are protected under the freedom of Information and Protection of Privacy Act.

The parents and the student may examine the contents of the OSR on request, with the assistance of the principal or designated administrator.
The OSR folder contains report cards, The Ontario Student Transcript (OST), documentation

file, the office index card, and other information important to the education of the student.

STUDENT AND PARENT ACCESS TO INFORMATION:
Any student has the right to examine his/her OSR, as does the parent/guardian of any student who is under 18 years. This folder is available upon request.

USE AND MAINTENANCE OF THE OSR
Information from an OSR may be used to assist in the preparation of a report card under the Education Act or the regulations made under it. Information from an OSR may also be used in the preparation of a report or an application for employment, if a written request for such a report is made by an adult student, a former student or the parent(s) of a student. Accordance to the Ontario Student Record Guideline, 2000.

RETENTION, STORAGE, AND DESTRUCTION OF INFORMATION IN THE OSR
Any personal information placed in an OSR should be retained by the school for at least one year after use, unless the principal receives written consent to its earlier disposal.

The following components of the OSR will be retained for five years after a student retires from school.

- Report cards
- The documentation file, where applicable
- Additional information that is identified by the school board as appropriate for retention.

The following components of the OSR will be retained for fifty-five years after a student retires from school.

- The OSR folder
- The OST
- The office INDEX card.

TRANSFER OF THE OSR

- Means the transfer of all parts of the OSR other than the office index card.
- Original OSR is transferable to schools in Ontario
- Receiving school must be sent written notification of the student's transfer indicating the student's OSR will be sent upon receipt of an official written request form.

The principal of the receiving school may award credit for work started in the previous school and completed in the receiving school. If the work cannot be completed in the receiving school, the receiving principal may after consulting with the principal of the sending school award a partial credit. *Verification: School retains documentation for verification.*

MINISTRY PREREQUISITE:
In some instances, the Ministry of Education mandates that before a course is attempted, another course (normally at a lower grade level) must be successfully completed. For any course requiring a Ministry prerequisite, it is noted at the end of the course description with the heading

"Prerequisite". (In special case the principal can waive the prerequisite)

PREREQUISITE COURSE:
A course designed by the Ministry of Education as a requirement to be completed prior to undertaking a course.

CREDIT DEFINITION:
The secondary school program is based on the credit system. The Ministry of education defines a credit as a means of recognition of successful completion of a course, which has been scheduled for a minimum of 110 hours for full credit course and half-credit course scheduled for 55 hours. The 110 hours involves planned learning activities related to the learning expectations in a course. They do not include homework. Schools may also offer shorter courses that provide a half credit.

SUBSTITUTION FOR COMPULSORY COURSE:
In order to ensure that all students can qualify for secondary school diploma, up to three compulsory credits may be replaced by additional courses from the list as compulsory. A substitution is made only if the student's education interests are best served by the substitution. A request for substitution must be made in written form by the student's parents/guardian. The decision is the responsibility of the school's principal.

PROCEDURES FOR WAIVING PREREQUISITES:
If a parent or an adult student request that a prerequisite be waived, the principal will determine whether the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived by assessing the student using an assessment test.
Prerequisite of International languages, Level 2 will be determined by school boards, depending on the structure of their international language program.
Courses in grades 11 and 12 may have prerequisites as a requirement for enrolment. All prerequisite courses will be identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites.
Co-requisite: A course, which must be studied at the same time as another course.
COURSE OUTLINES:
All courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education. The course outline for each subject that is taught at the Can-AIM High School can be viewed by both parents and students. The course outlines will provide more information such as the objectives of the course, the core content of the course and the evaluation practices to be used in the course will be included in these outlines. Parents and students may examine any of these courses of study at the main office.

EQUAL EDUCATIONAL PREPARATION:
All courses taught by Can-AIM High School are available to all boys/girls who qualify academically.

COURSE CANCELLATIONS:
Can-AIM High School reserves the right to cancel a course depending on availability of teacher and student enrollment.

WITHDRAW OF A COURSE:
A student can withdraw a course within the first week only after starting the course. Students must fill a course drop form and will not be readmitted in the course.

WITHDRAWAL FROM A COURSE:
Grades 9 and 10
If a student Withdrawals from Grade 9 or 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.
Grades 11 and 12
If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 courses within five instructional days after five weeks (middle of term), the withdrawal is not recorded on the OST.
If a student withdraws from a course after five instructional days, 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.

CHANGING COURSE TYPE:
Students can change their course type if they fall under the following categories:
In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he/she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic course is the Grade 9 mathematics course. In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he/she may take one of the specified prerequisite courses through either summer school or night school. In case of mature students, they must pass the school's assessment test before they change their course type.
REPORTING PROCEDURE FOR REPORT CARD & TRANSCRIPT
A report card is issued to the student once he/ she successfully finishes the course requirement. The following information are including in the report card:
Student name, address, Ontario Education Number (OEN), grade homeroom, semester/term reporting period, date, principal's name, school name, address, phone #, fax #, board, website, email, course title, course code, teacher's name, percentage marks, course median, credit value, learning skills and work habits, comments and working day information.
Information on transcript:
Date of issue, student name, OEN, student #, gender, date of birth, school name, mident #, date of entry, course grade, course title, course code, percentage credit value, compulsory credits, optional credits, community involvement, Ontario Secondary Literacy requirement, diploma/certificate, and diploma issue date.

COURSE SELECTION CRITERIA:
Students enrolling in grade 9 credits are expected to take assessment in both Mathematics and English to decide their academic level.

GUIDANCE PROGRAM:
Can-AIM High School Guidance attempts to respond all to students needs by:

- ➢ Helping them to learn how to appreciate themselves and others.
- ➢ Helping them to relate effectively to others.
- ➢ Assisting them to develop appropriate educational plans.
- ➢ Encouraging them to explore career alternatives.

THESE AIMS ARE ACCOMPLISHED BY:

- ➢ All of the teaching staff will delivery by using their specific courses
- ➢ Group presentations and speakers;
- ➢ Career conversation
- ➢ Parent interviews
- ➢ Individual counseling sessions
- ➢ Summer school and night school counseling
- ➢ Helping groups

Students are encouraged to consult with the staff to discuss program selection, career planning or personal concerns. Parents/guardians are also encouraged to contact the school.

SCHOOL SUPPORT SERVICES:

COMPUTERS

Our computers are equipped with the internet and are available to students. It is important for the well-being of everyone's education that students treat the hardware properly; respect all software copyrights, avoid meddling with anyone else's electronic files and passwords.

Information Technology Rules:

- ➢ Students should not be on the computer without a teacher's supervision.
- ➢ No food or drink, or chewing gum is allowed.
- ➢ Students should not be engaging in any sort of activity that could in any way interfere with the functioning of the network.
- ➢ Students have to use the computers as they are, since the school has configured them. Neither the desktop nor operating system may be altered by any means.
- ➢ Games are not allowed to be played on the system by the students.
- ➢ Students are not allowed to download from the Internet without permission of the teacher.

INTERNATIONAL STUDENTS

Consists of students who come from a foreign country to study in Canada. The key to success for international students is language proficiency. International students must be able to fully understand the four components of the English language: reading, writing, listening and speaking. While many international students focus on the conversational aspect of English, more assistance is needed in the reading and writing component. At Can-AIM, we have morning and after school classes with the student's current program of study. The student will be prepared for any proficiency test in the future.

MEDICAL POLICIES:

Immunization

All students must have proof of up-to-date immunization.

Student Illness/Injuries

If a student becomes ill/ injured during the day, the student is required to report to the office. Parents will be notified by phone and if seriously injured, simultaneously 911 will be called. Arrangements will be made to ensure student's safe return either to their house or the classroom.

A Medical certificate may be required after an absence for three days consecutively.

Medication

Both the school and Ministry Policy state that no staff member is permitted to dispense any form of medication to any student. Therefore, the school will not administer either patent or prescribed drugs unless authorized by the parents or guardians.

HOMEWORK AND COURSEWORK POLICY:

How can teachers help?

All teachers are responsible for making sure that:

- ➢ Students have all the information they need to do their homework.
- ➢ Students have full details of their homework neatly written in their binders.
- ➢ Homework is explained in such a way that students understand what they have to do to continuously make progress.

How can parents help with homework?

Parents can help by making sure that:

- ➢ The student has a quiet place to work
- ➢ Students manage their time to allow for completion of homework.
- ➢ Students have access to the equipment and books they need to do the homework well.
- ➢ Homework is completed to the very best of the student's ability and handed in on time.

How can students do their best homework?

All students are responsible for:

- ➢ Making sure they have all the information and all the equipment they need to do their homework.
- ➢ Telling their parents what homework they have and showing the homework to parents.
- ➢ Doing homework to the very best of their ability.
- ➢ Finding out what homework they have missed, if absent, and making up for it.
- ➢ Why do we give homework?

We are concerned about the academic progress of all students thus we give homework

regularly to make sure that all students fulfill their potential by:

- ➢ Developing good work habits and independent study skills.
- ➢ Developing a self-disciplined and self-motivating attitude to study.
- ➢ Practicing and reinforcing skills learned in the classroom.
- ➢ Consolidating and extending work beginning with teachers in the classroom.

What happens if students do not hand homework or coursework in on time?

- ➢ If students do not hand their homework in, on the day the teacher has asked for it, they will be given time after class to complete their homework.
- ➢ Students will be detained.

EXPECTATION FOR STUDENTS:

Students attending Can-Aim High School are expected to display an increasing measure of self-discipline consistent with their maturation and the necessary requirement for academic success.

The Ontario Ministry of Education requires that all students:

- ➢ Be diligent in their studies;
- ➢ Exercise self-discipline;
- ➢ Accept such discipline as would be exercised by a kind and firm person;
- ➢ Be courteous to fellow pupils and obedient and courteous to teachers;
- ➢ Be clean in person and habits;
- ➢ Take such tests and examinations as required showing respect for school properties.

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT:

Assessment and Evaluation Strategies:

The main purpose of assessment and evaluation is to improve student learning.

Information gathered helps teachers identify students' strengths and those areas needing improvements.

Assessment is the process of gathering information from a variety of sources, including regular class works, assignments, portfolios demonstrations, projects, performances, tests and formal examinations. This information should demonstrate how well students are achieving curriculum expectations. As part of assessment, teachers, peers and individual's students provide descriptive feedback that guides efforts for improvement. Assessment is ongoing and supportive.

Evaluation is the process of judging the quality of students' work on the basis of the established achievements criteria and assigning a value to represent that quality. It reflects the student's level of achievements of the Ontario curriculum, expectations at a given time in order to ensure that assessment and evaluation are valid and reliable and that they lead to the improvement of student learning, teachers will use the variety of assessment and evaluation strategies that:

- ➢ Address both what the student learns and how well they learn;
- ➢ Are based on the categories of knowledge and skills on the achievement level descriptions given in the achievement chart that appears in the curriculum policy documents for each discipline;
- ➢ Are valid in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning.

- ➢ Are appropriate for the learning activities used, the purpose of instructions, the needs and experiences of the students;
- ➢ Are fair to all students;
- ➢ Ensure that each student is given clear directions for improvement;
- ➢ Include the use of samples of students' work that provide evidence of their achievement.
- ➢ Are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

Achievement Levels

Levels of achievement of the curriculum expectations are presented in achievement charts in each of the Ministry of Education's policy documents. These charts are organized into four board categories of knowledge and skills.

- Knowledge/Understanding;
- Thinking/Inquiry;
- Communications;
- Applications.

The names of the categories may vary slightly to reflect the difference in the specific nature of each subject. The chart contains a description of each level of achievement in each category; these are broad in scope and general in nature, but they provide a framework for all assessment and evaluation practices.

The achievement levels will enable teachers to make consistent judgments about the quality of students' work and give clear and specific information about their achievement to their parents.

The achievement level are associated with percentage grades and defined as follows:		
Percentage Grade Range	**Achievement Level**	**Summary Description**
80-100%	Level 4	A very high to outstanding level of achievement. Achievement is *above* the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is *at* the provincial standard.
60-69%	Level 2	A moderate level of achievement. Achievement is *below, but approaching*, the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is *below* the provincial standard.

below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.

ASSESSMENT & EVALUATION of student performance (source: *Growing Success, 2010*)

Assessment: Assessment is regular and continuous and is used for the improvement of teaching and learning and not for grade reporting. Assessments will be based on both formative and summative processes.
Formative assessments are learning practices that provide important feedback to student progress. Examples include homework and quizzes.
Summative assessments form a foundation for final mark allotment at the end of the unit, term and final evaluation.
Evaluation: Evaluation will be done after teaching by using summative assessment strategies on particular 'chunks' of work.
An achievement chart will be given to students at regular intervals and the purpose of the charts is to provide feedback to students in relation to content and performance strands.
Assessment/Evaluation of achievement is based on how well the student demonstrates learning in relation to four levels and categories of achievement, Knowledge/Understanding, Thinking/ Inquiry, Communication and Application.
Learning Skills and Work Habits such as Responsibility, Organization, Independently Work, Collaboration, Initiative and Self-Regulation will be assessed and reported separately from the subject grade. Each course has its own specific course evaluation component in keeping with the Ministry of Education Guideline upon which the course is based. During the first week of each semester, students will receive from each of their subject teachers, an outline of the course mark breakdown and the course expectations.

General Policies of Assessment and Evaluation (source: *Growing Success, 2010*)

Assessment* for *learning "is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there."
Diagnostic assessment:
• occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences
Formative assessment:
• occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills.

***Assessment* as *learning:* "**focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves."

Formative assessment:
• occurs frequently and in an ongoing manner during instruction, with support, modeling, and guidance from the teacher.

Assessment* of *learning "is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures."
Summative assessment:
• occurs at or near the end of a period of learning and may be used to inform further instruction.

GOALS OF CAN-AIM HIGH SCHOOL & IDENTIFYING SUCCESS CRITERIA
To teach students how to behave appropriately. Teachers can ensure that students understand the success criteria by using clear language that is meaningful to the students and by directly involving them in identifying, clarifying, and applying those criteria in their learning. Examining samples of student work with their teachers helps students understand what constitutes success and provides a basis for informed co-construction of the success criteria. The success criteria should be open to review and revision, guided by the teacher's professional judgment, as student's progress towards achievement of the learning goals. Teachers can enhance their understanding of success criteria and build common knowledge about levels of achievement through teacher moderation – that is, through assessment of student work done collaboratively with fellow teachers.

RIGHTS:
Student's rights
- ➢ To participate fully in a program appropriate to their needs and abilities.
- ➢ To learn in a safe environment
- ➢ To be respected within the school community, regardless of race, gender, creed or disabilities.

Parent's rights
- ➢ To expect education programs appropriate to the needs and abilities of their children.
- ➢ To expect that the school will be a safe, orderly place.
- ➢ To receive communications from the school.

RESPONSIBILITIES
Student's Responsibilities
- ➢ To be attentive in class
- ➢ To attend classes regularly and punctually
- ➢ To respect the rights of others
- ➢ To exercise self-discipline and obedience

Teacher's Responsibilities
- ➢ To present approved educational programs
- ➢ To exercise authority and discipline in a kind and judicious manner

- ➢ To report progress and conduct to students, parents and administration
- ➢ To inspire love for knowledge and creativity

Parent's Responsibilities

- ➢ To teach good manners to their children
- ➢ To ensure their child's regular attendance and their punctuality
- ➢ To cooperate and to communicate with the school

Secondary School Courses

Are organized into three categories: Academic, Applied and Open. All courses build on completion of previous grades and have rigorous standards. All courses prepare students for senior level courses.

Academic, Applied or Open (D, P, and O) both academic and applied courses differ in the balance between essential concepts and additional requirements, and in the balance between theory and application. They differ primarily, not in the level of skill required but in the kinds of problems presented and the application of the content and concepts.

Academic Courses (D): the essential concepts of a subject are and related material explored as well. The emphasis will be on theory and abstract thinking as a basis for future learning and problem solving.

Applied Courses (P): also cover the essential concepts of a subject. Knowledge and skill will be developed through both theory and practical applications.

Open Courses (O): are not specific to any particular post-secondary destination and are appropriate for all students. And which students may take to meet compulsory or optional requirements and/or for personal interest and growth.

TYPES OF COURSES AT GRADE 11 AND 12

Grade 11 and 12 courses are organized into five types based on students' future destinations. Students may choose from College Preparation, University/College Preparation, University Preparation, Open, and Workplace Preparation Courses.

University Preparation, or Open Courses.

1) University Preparation Courses: - (U in the fifth position)
   These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirement for university programs. Teaching and learning will emphasize theoretical aspects of the course content, with supporting applications. The courses will focus on the development of both independent research skills and independent learning skills. These courses are similar in scope to the current Ontario Academic Credit Courses.
2) University/College Preparation Courses: - (M in the fifth position) include content that is relevant for both university and college programs. They provide students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and content of these courses will allow students to prepare for college and university program and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content.

3) College Preparation Courses: - (C in the fifth position) provide students with the knowledge and skills they need to meet the entrance requirements for most college programs; they have been developed in consultations with community theoretical material covered in the course and the development of critical thinking and problem-solving skills. The courses will focus on development of the independent research skills and independent learning skills.
4) Open Courses: - (O in the fifth position) have one set of expectations for all students in the subject selected. Open courses allow students to broaden their skills and knowledge in a subject that interests them which may or may not be related to their post-secondary plans.
5) Workplace Preparation Courses: - (E in the fifth position) courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

LOCALLY DEVELOPED COURSES (GRADE 9 TO 12)
Locally developed courses have been developed to meet students' educational needs not met by the existing provincial curriculum. There are very strict guidelines for the development of such courses and all local courses require Ministry Approval.
http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html

ACCESS TO COURSE OUTLINES:
Students can get a copy of course outlines once they are registered. Students can also visit the school website and Ministry of Education website to get more information.
http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html

TYPES OF SUPPORTS AND RESOURCES:
Guidance, and education, and career planning supports include the individual pathways plan (IPP) and orientation and exit programs.

THE GUIDANCE AND CAREER EDUCATION PROGRAM:
The guidance and career education program has three areas of learning– student development (i.e., the development of habits and skills necessary for learning), interpersonal development (i.e., the development of the knowledge and skills needed in getting along with others), and career development (i.e., the development of the knowledge and skills needed to set short-term and long-term goals in planning for the future). Career development helps students reflect critically on their strengths, needs, and interests, set goals, and identifying learning opportunities and strategies to achieve their goals. The career development competencies are "knowing self", "exploring opportunities", "making decisions", and "preparing for change and making transitions". The goal of this program is to assist students in acquiring the knowledge and skills required to learn effectively, live and work cooperatively and productively with a wide range of people, and pursue education and career goals. For each of the learning skills and work habits, the document provides examples of associated behaviors, which are designed to guide teachers in

the instruction, assessment, and evaluation of the learning skills and work habits. The third area of learning – career development – helps students reflect critically on their strengths, needs, and interests, set goals, and identify the learning opportunities and strategies to achieve their goals. The career development competencies are "knowing self", "exploring opportunities", "making decisions", and "preparing for change and making transitions". The policy document *Choices into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools* describes these competencies and provides examples of associated behaviors to guide teachers in the integration of these competencies within the delivery of the Ontario curriculum in all disciplines. Schools must offer a range of career exploration activities to support students in the development of these competencies. Teachers encourage their students to set goals to improve their work and to review the success of their personal efforts and choices. In order to earn an OSSD, Can-AIM High School offers a range of career exploration activities to support students in the development of these competencies. All students are required to successfully complete the Grade 10 career studies course. Students may also take additional courses from the guidance and career education curriculum policy document, one of which may count as a compulsory credit in Group 1. The requirements for the guidance and career education program are outlined in *Choices into Action: Guidance and Career Education Program Policy for Ontario Secondary Schools*.

Orientation and Exit Programs As part of the Can-AIM high school guidance and career education program, we provide orientation and exit programs to help students make smooth transitions. Orientation programs are designed to help students adjust to the school at a key transition point, such as entry or re-entry into school and the move from secondary school to universities or professional careers. The goal of an exit program is to help students who leave secondary school on or before graduation to make a successful transition to the next stage of their lives. Exit programs include a review of the student's Individual Pathways Plan and information to support the student in reaching his or her future goals. Design of individual pathway plan is available in the school guidance department.

COOPERATIVE EDUCATION & JOB SHADOWING:

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs, whatever their postsecondary destination may be. A cooperative education program comprises, at a minimum one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program. In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course. The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of

key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses.

Job shadowing may be offered to students as part of curriculum delivery or as part of the guidance and career education program. Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) observing a worker in a specific occupation. The preparation of students for job shadowing should include instructions related to the workplace expectations, health, and safety requirements. Students should be given the opportunity to reflect on their experience and the learning that has occurred. Schools are responsible for ensuring the selection of appropriate placements in safe work environments. A Work Education Agreement form must be completed for a job shadowing experience that lasts for more than one day if the student is fourteen years of age or older.

COURSE CODE EXPLANATION

All courses are identified by a five-character code as illustrated in the chart below.

- ➢ The first three characters refer to the subject and specific area: ENG is English, as BTT is Introduction to Information Technology in Business.
- ➢ The fourth character refers to grade: 1= Grade 9; 2=Grade 10; 3=Grade 11; 4=Grade 12.
- ➢ The fifth character refers to the type of course:
  D=Academic, P=Applied, O=Open, C=College, M=University/College, U=University and W=De-Streamed, and E=Workplace Preparation.

COURSE TYPE

COURSE CODE	CURRICULUM POLICY DOCUMENT	SUBJECT	SPECIFIC AREA OF STUDY	GRADE	TYPE
ENG 1P	E= English	NG= English		1= Grade 9	P=Applied
SBI 3C	S= Science	BI= Biology		3= Grade 11	C= College
BTT 1O	B= Business	TT= Information Technology		1= Grade 9	O=Open
MDM 4U	M= Math	DM= Data Management		4= Grade 12	U= University
MTH 1W	M= Math	TH= Mathematics		1= Grade 9	W= De-Streamed
MEL 3E	M= Math	EL= Everyday Learning		3= Grade 11	E= Workplace Preparation

COURSE DESCRIPTION

On the following pages are completed descriptions of all the courses offered by this school and have been developed according to the Guidelines of the Ontario Ministry of Education and reflect the Government policy of equal opportunities for all students. Careful attention to both the prerequisites and any recommendations for background courses are important when planning an individual academic study program.

English

English, Grade 9 [ENG1D] [Academic] Prerequisite: None
This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

English, Grade 9 [ENG1P] [Applied] Prerequisite: None
This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using proper strategies, processes to improve students' comprehension of texts, to help them communicate clearly, and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college, or workplace preparation courses in Grades 11 and 12.

English, Grade 10 [ENG2D] Prerequisite: English, Grade 9, Academic or Applied
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.

English, Grade 10 [ENG2P] [Applied] Prerequisite: English, Grade 9, Acad. or Applied
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course

English, Grade 11 [ENG3U] [University Preparation] Prerequisite: English Grade 10, Academic
This course emphasizes the development of literacy, communication, critical, and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

English, Grade 11 [ENG3C] Prerequisite: English, Grade 10, Applied
This course emphasizes the development of literacy, communication, 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

English, Grade 12 [ENG4U] Prerequisite: English, Grade 11, University Preparation
This course emphasizes the consolidation of the literacy, communication, 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, particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace

English, Grade 12 [ENG4C] Prerequisite: English, Grade 11, College Preparation
This course emphasizes the consolidation of literacy, communication, critical, and creative thinking skills necessary for success in academic and daily life. Students will analyze 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.

The Writer's Craft, Grade 12 [EWC4U] Prerequisite: English, Grade 11, University Preparation
This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; identify effective ways to

improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Ontario Secondary School Literacy Course, Grade 12 [OLC4O] [Open]
Prerequisite: Fail once in the Literacy Test
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. 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. Will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

English as a Second Language ESL LEVEL 1 Open ESLAO
This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

English as a Second Language ESL LEVEL 2 Open ESLBO
This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

English as a Second Language ESL LEVEL 3 Open ESLCO
This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

English as a Second Language ESL LEVEL 4 Open ESLDO

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

English as a Second Language ESL LEVEL 5 Open ESLEO
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.

Mathematics

Mathematics, Grade 9 [MTH1W] [De-streamed] Prerequisite: None
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.

Principles of Mathematics, Grade 10 [MPM2D] Prerequisite: Grade 9, Mathematics
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.

Foundations of Mathematics, Grade 10 [MFM2P] Prerequisite: Grade 9, Mathematics
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.

Functions, Grade 11 [MCR3U] Prerequisite: Principles of Mathematics, G 10, Academic
This course introduces the mathematical concept of the function by extending student's 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.

Functions and Applications, Grade 11 [MCF3M] Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied
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 modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems related to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Foundations for College Mathematics, Grade 11 [MBF3C] [College Preparation]
Prerequisite: Foundations of Mathematics, Grade 10, Applied
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 combine their mathematical skills as they solve problems and communicate their thinking.

Calculus and Vectors, Grade 12 [MCV4U] [University Preparation]
Prerequisite: The new Advanced Functions course (MHF4U) must be taken before or concurrently with Calculus and Vectors
This course builds on student's previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical

processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Advanced Functions, Grade 12 [MHF4U] [University Preparation]
Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation
This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. 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 combine their understanding of mathematics before proceeding to any one of a variety of university programs.

Mathematics of Data Management, Grade 12 [MDM4U] [University Preparation]
Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation
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 interest.

Foundations for College Mathematics, Grade 12 [MAP4C] [College Preparation]
Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze 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.

Science

Science, Grade 9 [SNC1W] [De-Streamed] Prerequisite: None
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.

Science, Grade 10 [SNC2D] Prerequisite: Science, Grade 9
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.

Science, Grade 10 [SNC2P] Prerequisite: Science, Grade 9
This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

Biology, Grade 11 [SBI3U] Prerequisite: Science, Grade 10, Academic
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.

Biology, Grade 11 [SBI3C] Prerequisite: Science, Grade 10, Academic or Applied
This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

Biology, Grade 12 [SBI4U] Prerequisite: Biology, Grade 11, University Preparation
This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the

refinement of skills needed for further study in various branches of the life sciences and related fields.

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

Chemistry, Grade 12 [SCH4U] Prerequisite: Chemistry, Grade 11, University Preparation
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.

Chemistry, Grade 12 [SCH4C] Prerequisite: Science, Grade 10, Academic or Applied
This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using proper terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

Physics, Grade 11 [SPH3U] [University Preparation] Prerequisite: Science, Grade 10, Academic
This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; various 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.

Physics, Grade 12 [SPH4U] Prerequisite: Physics, Grade 11, University Preparation
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, such as; 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.

Canadian and World Studies

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

Canadian History since World War I, Grade 10 [CHC2D] Prerequisite: None
This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Civics and Citizenship, Grade 10 [CHV2O] [Open] [Credit Value: 0.5] Prerequisite: None
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

World History to the End of the Fifteenth Century, Grade 11 [CHW3M]
Prerequisite: Grade 10 Canadian History since World War I, Academic or Applied
This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world

and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

World Issues: A Geographic Analysis, Grade 12 [CGW4U]
Prerequisite: Any University or University/College preparation course in Canadian and world studies, English, or social sciences and humanities
In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyze 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.

Canada: History, Identity, and Culture, Grade 12 [CHI4U] [University Preparation]
Prerequisite: Any University or University/College preparation course in Canadian and world studies, English, or social sciences and humanities.
This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from pre-contact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. 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 the people, events, and forces that have shaped Canada.
World History since the Fifteenth Century, Grade 12 [CHY4U] [University Preparation]
Prerequisite: Any University or University/College preparation course in Canadian and world studies, English, or social sciences and humanities
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.

Business Studies

Introduction to Business, Grade 9 [BBI1O] [Open] Prerequisite: None

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.

International Business Fundamentals, Grade 12, [BBB4M] [Open] Prerequisite: None
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.

Computer Studies

Introduction to Computer Science, Grade 11 [ICS3U] [University Preparation]
Prerequisite: None
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.

Computer Science, Grade 12 [ICS4U] [University Preparation]
Prerequisite: Introduction to Computer Science, Grade 11, University Preparation
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also 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.

Technological Education

Technology and the Skilled Trades, Grade 9 [TAS1O] [Open] Prerequisite: None

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

Computer Technology, Grade 10 [TEJ2O] [Open] Prerequisite: None
This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues and will learn about secondary and postsecondary pathways and career opportunities in computer technology.

Computer Engineering Technology, Grade 11 [TEJ3M] [University/College Preparation] Prerequisite: None
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

Computer Engineering Technology, Grade 12 [TEJ4M] [University/College Preparation] Prerequisite: Computer Engineering Technology, Grade 11, University/College Preparation
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.

Health and Physical Education

Healthy Active Living Education, Grade 9 [PPL1O] [Open] Prerequisite: None
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the

factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Healthy Active Living Education, Grade 10 [PPL2O] [Open] Prerequisite: None
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.

Healthy Active Living Education, Grade 11 [PPL3O] [Open] Prerequisite: None
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.

Introductory Kinesiology, Grade 12, University Preparation (PSK4U)
Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 courses in health and physical education.
This course focuses on the study of human movement and of systems, factors, and principals involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Guidance and Career Education

Career Studies, Grade 10, Open, GLC2O [Open] [Credit Value 0.50] Prerequisite: None
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.

Visual Arts

Visual Arts, Grade 9 [AVI1O] [Open] Prerequisite: None
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.

Social Sciences and Humanities

Introduction to Anthropology, Psychology and Sociology, Grade 11 [HSP3U] [University Preparation] Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)
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.

Nutrition and Health, Grade 12 [HFA4U] [University Preparation]
Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies
This course examines the relationships between food, energy balance, and nutritional status, the nutritional needs of individuals at various 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.

Families in Canada, Grade 12 [HHS4U] [University/ Preparation]
Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies
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 numerous 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.

Challenge and Change in Society, Grade 12 [HSB4U] [University Preparation]
Prerequisite: Any University, University/College, or College preparation course in social sciences and humanities, English, or Canadian and world studies
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.

STUDENT CODE OF BEHAVIOUR

STUDENT CODE OF BEHAVIOR
This handbook has been prepared to help students follow the certain code of behavior as expected from students attending Can-AIM. To make this possible, all of us as a community must exercise respect, care, courtesy and common sense.

Student Responsibilities

Attendance and Punctuality:
In each subject, attendance of 110 instructional hours is required to allow the student to appear for the end semester examination. Those who do not fulfill the requirement in any subject will be advised by the concerned subject teacher.
Attendance to all classes is compulsory and a full record of absences and lates will be kept. Parental notes are required to explain all absences. Students are expected to be on time for each and every class. If students need to leave early due to prior appointments, they should bring a note signed by an authoritative figure. Students are also required to sign out at the reception desk.

The way the school proposes to monitor the attendance of each student, is as follows:

- At the beginning of school year, teachers will inform students of the late policy for each course, including any disciplinary consequences that might be applied
- Students who come to class late 15 minutes will be marked with a (**L)**
- After 5 lates, parents will be contacted for consultation and remediation
- Student's arrival and departure will be noted on attendance sheets and the number of hours will be added every two weeks.

- Students who fall short of the required hours will be advised to work extra hours during school working hours (9.00 AM - 7.00 PM).
- If the student is unable to put in the hours on weekdays, he/she will be given a chance to work on weekends as well.
  No credit will be granted until the 110 hours in classroom instructional hours are completed.

Changes in Data:
Students must inform the office of any change of name, address or telephone number. It is their responsibility to inform the office of any updates in credit information, for example night school, and correspondent courses.

Discipline:
Students are obliged to act in a courteous manner to school mates and be respectful of all staff members. Inappropriate behavior or misconduct with the staff by any student or parent may lead the administration to expel the said student, and they be given no legal remedy against the administration. The acceptance of a reasonable discipline is important to a student's education as is the acquisition of skills or knowledge. Thus, students are expected to do as instructed at all times. Students have resources to counseling or the school administration if they wish clarification of school policy.

Communication:
To ensure that the learning environment is free from destruction, radios, cassette players, MP3 players, or iPods of any kind are not allowed to be played in school. As well, cameras, novels (not approved by the school), pictures, albums, videos, cellular phones, walkie-talkies, pagers, beepers or similar devices are not to be used in school timings. Consequences will include temporary confiscation of the item and returned to them through a member of the administration. Students can use the school phone for emergency purposes. However, personal calls are strictly restricted.

Care of School and Property of Others:
Students are expected to:
Refrain from defacing or vandalizing school property/equipment.
Students are required not to litter in the rooms. This ensures that both the student and the teacher have a clean environment.
Report to the school administration, any theft, accidental damage or vandalism they are aware of.
Respect the property of our neighbors by not littering or loitering outside school property.

Languages:

Profane or obscene language is not acceptable in a school setting and will be dealt with severely. Consequences could include reprimand or detention. Similarly, if students are to disrespect any staff members through the use of profanity, it too well results in consequences.

Assault/Bullying:
Students have the right to feel safe and secure while at school or while participating in school activities. The school will not tolerate any behavior that threatens student safety or security. The consequences for the student who assaults or threatens another student or staff member will result in profound consequences like suspension or expulsion. Students are encouraged to report to the school administration if any verbal or physical assaults occur. Can-AIM thrives to ensure a safe environment.

Plagiarism: Plagiarism is a serious academic offense. Anyone caught plagiarizing material will be assigned a mark of zero for that evaluation.

Visitors: Can-AIM High School is a place solely for study. We do not accommodate casual visitors at the school, and they will be asked to leave the premises.