



School Course Calendar

2026 - 2027

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INTRODUCTION

Academic Program

Nile Academy believes the importance and value of completing secondary education. Our school philosophy includes a commitment to reach every student to help him or her achieve a successful outcome for their school experience at Nile Academy. 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 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 student are required to remain in secondary school until the student has reached age of eighteen or obtained an Ontario secondary school diploma.

Our Mission

Nile Academy is committed to providing its students with a safe and secure learning environment where they will be challenged to achieve the highest academic standards set by the Ontario Ministry of Education's school curriculum, with a strong emphasis on the Sciences and Information and Communication Technology.

- A safe, secure, and nurturing environment conducive to learning
- Intellectually stimulating and challenging learning activities
- A high value placed on academic excellence and achievement
- An Ontario Ministry of Education school curriculum
- Supervised after-school programs, enrichment, and leadership activities
- Well-qualified and enthusiastic teachers
- Students acquire a good self-esteem, self-confidence and the joy of learning

Nile Academy seeks an active partnership between school and family based on a shared commitment to the students' goals, values and the special joys of childhood. All members of the Nile Academy community are asked to hold each other to high expectations of behavior and achievement so that our children will aspire to make a better world. Join us and be a part of a dynamic learning environment. We strive for excellence!

THE ONTARIO SECONDARY SCHOOL PROGRAM

Ontario Secondary School Diploma (OSSD) Requirements

(See section 6.1, Ontario Schools 2011)

The Ontario Ministry of Education introduced new diploma requirements on September 1, 1999. The new requirements apply to students who first enrolled in an Ontario secondary school on or after September 1, 1999. If you earned at least one Ontario secondary school credit any time before September 1, 1999, the new diploma requirements do not affect you. Please see the old diploma requirements.

To earn an Ontario Secondary School Diploma (OSSD) a student must:

If student started Grade 9 in 2023 or earlier

- ☐ earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits.
- ☐ meet the provincial secondary school literacy requirement; and
- ☐ complete 40 hours of community involvement activities.

Compulsory Credits (total of 18)

- ☐ 4 credits in English (1 credit per grade) *
- ☐ 1 credit in French as a second language
- ☐ 3 credits in Mathematics (at least 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
- ☐ 0.5 credit in Civics
- ☐ 0.5 credit in Career Studies

PLUS 3 additional credits, consisting of 1 credit from each of the following groups:

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

Group 2: or cooperative education***

Group 3: 1 additional credit in health and physical education, or the arts, or business studies, education, or French as a second language, ** or computer studies, or or French as a second language, ** or cooperative education***

1 additional additional credit in science (Grade 11 or 12), or technological

*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.

Optional Credit (Total of 12)

In addition to the 18 compulsory credits, students must earn 12 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets destination requirements.

If student started Grade 9 in 2024 and after

- ☐ earn a minimum of 30 credits, including 17 compulsory credits and 13 optional credits.
- ☐ meet the provincial secondary school literacy requirement; and
- ☐ complete 40 hours of community involvement activities.

Compulsory Credits (total of 17)

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

STEM-related course group

Of the 17 compulsory credits, you must complete 1 from the following group:

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

Optional credits (Total of 13)

You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.

Online Learning Graduation Requirement

If you started Grade 9 in the 2020-21 school year or later, you must earn at least 2 online learning credits to get your high school diploma.

Opting out

If you want to opt out of the online graduation requirement you must be:

- ☐ 18 years of age or older
- ☐ 16 or 17 years of age and have withdrawn from your parent or guardian's control

If you meet this requirement, you can complete the exemption form available from your school.

Otherwise, your parent or guardian needs to ask for this exemption by completing the form for you.

The Ontario Secondary School Literacy Requirement

All students must successfully complete the Grade 10 Ontario Secondary School Literacy Test (OSSLT) to earn an Ontario Secondary School Diploma (OSSD). To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test, the Ontario Secondary School Literacy Course (OSSLC), or the adjudication process.

Mature students have the option to enroll directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

Community Involvement Activities

As part of the diploma requirements, you have to complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time while you earn your secondary school credits. School has provided a list of eligible activities that may be undertaken

to fulfill this requirement, as well as a list of ineligible activities. The Guidance Counsellor will provide you with a form that must be completed prior to receiving your diploma.

If you are entering the Ontario school system after completing Grade 10, the school guidance will determine the number of hours of community involvement activities you must complete.

Substitutions for Compulsory Courses

(See section 6.2, Ontario Schools 2011)

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3). Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. Appropriate documentation will be placed in the OSR when a course substitution has been made.

Prior Learning Assessment and Recognition (PLAR)

Prior Learning and Assessment Recognition (PLAR) for Students is the formal evaluation and credit-granting process through which students, who are enrolled in a secondary school credit course, may obtain credits for prior learning. Students may obtain credits towards the Ontario Secondary School Diploma (OSSD) for knowledge and skills that they have acquired, in both formal and informal ways, outside secondary school.

The PLAR process involves:

- ☐ Grade 9 and Grade 10 individual assessment/equivalency process
- ☐ Grade 11 and 12 equivalency process
- ☐ Grade 11 and 12 challenge process

In all cases, the knowledge and skills gained through education, work experience, and training must be directly related to the provincial curriculum expectations. By using this process, mature students may be granted up to 26 credits toward their OSSD.

A student must still complete a minimum of four Grade 11 or Grade 12 credits after becoming a mature student, no matter how many equivalent credits are granted. Post-secondary study that is part of a diploma or degree program cannot be counted toward a secondary school diploma.

For more information and details about how to apply, or to obtain our PLAR brochure and fact sheets on the PLAR process for Students, please contact the Nile Academy Guidance Office.

Prior Learning Assessment and Recognition (PLAR)

Students may earn credits through Prior Learning Assessment and Recognition (PLAR) — through either the “challenge” or “equivalency” process. In the challenge process, a student’s prior knowledge is assessed for the purpose of granting a credit for a course (Nile Academy does not conduct this process “challenge”). The equivalency process pertains to granting students credits for courses taken at a high school outside of Ontario (This is the only recognition process Nile Academy evaluates).

Equivalency

Students who transfer to the College from non-inspected private schools or schools outside Ontario are eligible for equivalency credits. In the process of determining student placement, the Academic Dean’s Office will determine the total credit equivalency of the student’s previous learning, as well as the number of compulsory and optional credits still to be earned.

Alternative Ways of Earning Credits

Summer School

Students may take courses through a variety of summer programs. It is the responsibility of the student to ensure that the summer school principal reports that the student has been granted the credit to the School so that it may enter on the student’s OST.

Independent Learning Centre

If the School does not offer a particular course and it is available at Independent Learning Centre/TV Ontario, the student may request the Guidance Counsellor to apply for that course on the student’s behalf. Under the supervision of one of the school’s teachers, the student will complete the course as an independent study. On completion of the distance learning course, the appropriate mark will be recorded on the OST and the credit will be granted by the school. ILC registration forms are available in the Guidance Office and are subject to the approval of the Guidance Counsellor.

THE ACADEMIC PROGRAM

Ontario Student Record (OSR)

(From Ontario Student Record (OSR) Guideline, 2000)

The Ontario Student Record (OSR) is the record of a student’s educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information “for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain,

retain, transfer and dispose of the record”. The act also regulates access to an OSR and states that the OSR is “privileged for the information and use of supervisory officers and the principal and teachers at the school for the improvement of instruction” of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.

Ontario School Transcript (OST)

An Ontario Student Transcript is the official record of your secondary school academic achievement. The transcript lists the courses you have successfully completed with the school, the final marks you earned, and the credit value of each course.

- ☐ The credits that a student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST, regardless of how or where the credits were earned.
- ☐ In Grades 9 and 10 the student’s achievement, with percentage grades earned and credits gained, are recorded only for successfully completed courses.
- ☐ In Grades 11 and 12, all attempts, withdrawals and repeats of courses are recorded on the OST, showing percentage grades earned, credits granted (if successful), or “W” for withdrawn before completion. (Students repeating a course for which they have already received a credit, will have marks from all attempts recorded, but only one credit is granted).
*
- ☐ Identification of any course that has been substituted for a compulsory course will be made. Confirmation that the student has completed the Community Involvement requirement will be noted.
- ☐ Confirmation that the student has successfully completed the Literacy requirement will be noted.
- ☐ Any extraordinary circumstances affecting the student's achievement in the senior grades may be noted, if appropriate.
- ☐ Completion of a program of specialization in a subject area may be noted.
- ☐

*Consistent with the Ministry of Education’s Full Disclosure Policy as follows
Grades 11 and 12

If a student (including a student with an Individual Education Plan) Withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST.

Planning a Program

Use the Diploma Planner to track the compulsory and optional credits you have earned and to make a note of the ones you need to take in order to earn your diploma. Please fill in this planner if you wish to contact our Guidance Services for assistance.

Secondary School Courses

Secondary school courses in the Ontario curriculum are organized by discipline, grade, and course type. Course types offered in Grades 9 and 10 (academic, applied, de-streamed and open courses) differ from those offered in Grades 11 and 12 (destination-related courses, open courses).

Grades 9 and 10 Courses

The following three types of courses are offered in Grades 9 and 10:

- ☐ De-streamed courses are combination of academic and open courses
- ☐ Academic courses emphasize theory and abstract problems.
- ☐ Applied courses focus on practical applications and concrete examples.
- ☐ Open courses prepare you for further study in certain subjects and enrich your education generally.

Grades 11 and 12 Courses

The following five types of courses are offered in Grades 11 and 12:

- ☐ University preparation courses prepare you with the knowledge and skills you need to meet the entrance requirements for university programs.
- ☐ University/college preparation courses prepare you with the knowledge and skills you need to meet the entrance requirements for specific programs offered at universities and colleges. College preparation courses prepare you with the knowledge and skills you need to meet the entrance requirements for most college programs or apprenticeship and other training programs.
- ☐ Workplace preparation courses prepare you with the knowledge and skills you need to meet the expectations of employers or the requirements for admission to certain apprenticeship and other training programs.
- ☐ Open courses broaden your knowledge and skills in a subject. Open courses may not be designed for specific requirements of universities, colleges, or the workplace.

Changing Course Types

Using “Pathways Thinking”, students plan their high school years so they can make a successful transition to a particular post-secondary; however, this does not mean that students always end

up at that destination. Goals can change and students can make new choices as they mature and develop confidence, new interests, aspirations, skills, and/or deeper levels of self-knowledge. As a result, students may want to adjust their course selection as appropriate to their developing strengths, needs and interests. Knowing this is the case for many students, the secondary school program provides ways to accommodate students who want to change course or program type. Students can:

- ☐ Take a course of another type (e.g. academic) that will satisfy the pre-requisite for a course that the student wishes to take in the next grade (e.g. a university / college preparation course).

CourseSelection Process

Students are encouraged to consult with parents, teachers, advisors and administrators, as necessary, to ensure that the appropriate choices have been made in selecting their courses. Please consult the course calendar to ensure that you have the course prerequisites. Course selection sheets must be signed by the parents and the teachers and handed into the Guidance Counsellor. After the administrator has reviewed prospective course lists, a confirmation of the student's course selection is sent to the student.

Course Availability

The school has every intention of delivering the courses listed and described in the course calendar. Due to the small size of the school, this might not always be possible. The school reserves the right to determine whether or not a course will actually run. Staffing and scheduling decisions are based on the best use of academic resources and the number of students who have enrolled in a particular course.

Course Add and Drop Procedures

All course changes, additions and deletions must be made in consultation with the Guidance Counsellor. A timetable change is not official unless approved through this process. Please check the Academic Year calendar for the last day on which a student may add or drop a course.

If a student withdraws from a course within five instructional days following the issue of the first provincial report card in a semestered the withdrawal is not recorded on the OST.

Repetition of a Course

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

Outlines of Courses of Study and Curriculum Documents

How to gain access to Outlines of the Courses of Study – The courses offered at Nile Academy

are briefly described in this booklet. Parents and students who wish to examine the detailed outlines of particular courses may do so by contacting subject teachers, or the office. Course outlines for all courses are kept on the file at school and are available to parents and students. The courses offered by Nile Academy have been developed according to the requirement of the Ontario Ministry of Education.

Official Ministry of Education course descriptions may be accessed at www.edu.gov.on.ca.

How to gain access to Ontario Curriculum Policy Document – Every two years, the Ontario Ministry of Education visits Nile Academy to assess the school's compliance with Ministry of Education Policies and to confirm authority to grant credits towards the Ontario Secondary School Diploma. To access the Ministry website, visit www.edu.gov.on.ca/eng.

Courses are offered each year, subject to sufficient enrollment, unless otherwise indicated. If a course is oversubscribed, some students cannot obtain first choices. Scheduling conflicts may preclude certain combination of subjects.

Experiential Learning

Experiential learning is a change to apply your knowledge, and skills through hand-on experiences. These opportunities build valuable knowledge, essential skills, work habits, technical literacy and networks in business, industry and the community.

Course Load

A full-time student must take a minimum of three credits each semester.

Understanding the Course Code

The first five characters are based on the Common Course Codes used in all secondary schools in Ontario. The code indicates the subject, grade level, and course type. You will need to enter the course code on your course request form. Please see the following example to learn what each letter and number represents.

FOR EXAMPLE,

ENG2D is a grade 9 English course.

ENG= Subject

The first three characters of the course code (ENG in this example) refer to the name of the course. ENG1P is English.

2= Grade

The fourth character (1 in this example) refers to the grade of the course.

1 = Grade 9 2 = Grade 10 3 = Grade 11 4 = Grade 12

D= Course Type

The fifth character (P in this example) refers to the type of course.

For Grade 9 & 10

P = applied D = academic O = open W = de-streamed

For Grade 11 & 12

E = workplace preparation	C = college preparation
M = university/college preparation	U = university preparation
O = open	

Note: A sixth character is for internal use by the school.

Prerequisite Courses and Recommended Preparation

Prerequisites are courses that students are required to take before they can enroll in certain courses. Many of the courses offered in Grades 10, 11 and 12 specify a prerequisite. For example, Grade 10 academic science is the prerequisite for Grade 11 university preparation chemistry (SCH3U). When choosing courses in Grades 10 and 11, be careful to select the prerequisites that will allow you to pursue the courses you want to take in the higher grades.

ASSESSMENT, EVALUATION POLICY AND REPORTING

Introduction

The purpose of the student assessment, evaluation and reporting is to:

- Improve learning for all students
- Provide feedback to students, parents and teachers about the learning process
- Provide information for planning, implementing and improving instruction, based on the strengths and needs of students

Assessment and evaluation are based on the students' achievement of course expectations related to the four categories of knowledge and skills in the Curriculum Grades 9-12

- Knowledge/Understanding
- Thinking and Inquiry
- Communication
- Application/Making Connection

Evaluation and Examination Policies

The main purpose of assessment and evaluation is to improve student learning. Information gathered helps teachers identify students' strengths and those areas needing improvement, as well as program areas of strength and those needing improvement. It is important that teachers adapt their instructional methods to the needs of their students.

Assessment is the process of gathering information from a variety of sources, including but not exclusive to assignments, demonstrations, projects, performances, and tests. This information should demonstrate how well students are achieving the curriculum expectations. As part of assessment, teachers, peers, and individual students provide descriptive feedback that guides efforts for improvement. Assessment is ongoing and supportive.

Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria and assigning a value to represent that quality. It reflects a student's level of achievement of the provincial curriculum expectations at a given time.

At Nile Academy, our courses reflect well-designed assessment and evaluation based on curriculum expectations and achievement criteria, which allow our teachers to focus on high standards of achievement for all students. Our teachers employ a combination of assessments based on the provincial curriculum expectations and the achievement levels outlined in "Ontario Schools 2011", the curriculum policy documents for each discipline and Growing Success, this ensures that their assessment and evaluation is valid and leads to the improvement for/of/and as student learning.

At the start of a course, students will be informed about the schedule of assignments and the marking scheme. Marks will not be deducted for late assignments but this will be reflected in the 'Learning Skills' section of the report card. Assignments not handed in after the final exam date set will be assessed a mark of zero.

- 70% of the evaluation is based on classroom work and determined through the variety of methods such as ongoing class demonstrations, presentations, essays, performances, and classroom tests and quizzes.

- ❑ 30% of the evaluation is based on a final summative evaluation that maybe determined through variety of methods in the latter portion of the course. These could include a portfolio, essay, examination, and/or demonstration. This final evaluation reflects the range and level of student skills and knowledge towards the conclusion of the course.
- ❑ Students getting less than 50% on the final mark will be required to repeat the course.

A student missing exam for any reason, is expected to submit evidence of excuse and apply for a make-up exam. This could mean rescheduling the exam until the next semester. Missed final exam may be rescheduled and completed either on the make-up day or student will make-up the credit at summer school or will accept a zero. The decision will depend on the duration of the illness/family emergency. Each case will be dealt with on an individual basis under the Ministry of Education/Nile Academy Policy which applies to Grade 9, 10, 11, & 12 students.

SCHOOL ORGANIZATION

Schools Terms and Reporting Periods

Nile Academy is a three-semester school (2 terms/semester) with two reporting periods per semester. Reporting requirements include a first report cards (November & April & July), and an end-of-semester report card (January & June & August). Current school year reporting dates are provided on the Nile Academy website under “Academic-Calendar”.

Report Cards

Students’ progress is recorded and tracked using various assessment tools including essays, exams, quizzes, unit projects, oral presentations and assignments. Ongoing parent/teacher communication is encouraged through use of daily planners, monthly phone calls and/or emails to guardians/parents. Parental feedback is always welcome. A report card is issued at the end of each semester. There are two report cards per semester. Midterm Report Cards (percentage grades, learning skills and comments for all students) and Final Report cards (final percentage grades, learning skills and comments for all students).

If you are over the age of 18, information about you or your course work will be released only to you unless you give us your written and signed permission to release it to someone else. This restriction includes parents and friends. Information will only be released through written consent of the adult student or the parent/guardian of a student less than 18 years of age.

Once you are enrolled with the school, please remember to notify us if your address or telephone number changes.

Timetable

All School courses are a minimum of 110 hours of instructional time in length and are worth one credit. The typical school day runs from 8:45 a.m. to 3:15 p.m. The school operates on an eight-period a day cycle and the periods are 40 minutes long. Full-time students take 8 credit courses in a school year. They may take additional 1 – 2 courses during the summer months.

 NILE ACADEMY BELL SCHEDULE		
TIME	ELEMENTARY SCHOOL	HIGH SCHOOL
8:40-8:45	ASSEMBLY (Monday:HS - Friday:ES)	
8:45-9:25	1 ST PERIOD	1 ST PERIOD
9:25-10:05	2 ND PERIOD	2 ND PERIOD
10:05-10:20	BREAK - 15 MIN	
10:20-11:00	3 RD PERIOD	3 RD PERIOD
11:00-11:40	4 TH PERIOD	4 TH PERIOD
11:40-11:55	BREAK - 15 MIN	
11:55-12:35	5 TH PERIOD	5 TH PERIOD
12:35-13:15	LUNCH - 40 MIN	6 TH PERIOD
13:15-13:55	6 TH PERIOD	LUNCH - 40 MIN
13:55-14:35	7 TH PERIOD	7 TH PERIOD
14:35-15:15	8 TH PERIOD	8 TH PERIOD
15:20	TRANSITION & DISMISSAL	
15:20	SUPERVISION ENDS	
15:20-16:00	TUTORING	
16:00	SUPERVISION ENDS	

THE GUIDANCE DEPARTMENT

Education Planning and Course Selections

The Guidance Department provides resources and presents strategies for students and parents in order to support education planning and the course selection process. In the beginning of each Term, course selection presentations are given to all students by grade level through the Guidance Department. In these presentations students are made aware of the various courses offered at the school and the necessity of planning ahead in order to make academically sound decisions. The Guidance Department also offers Parent Information Sessions in order educate parents so that they may assist in the selection of courses. University and college presentations are also organized for parents and students throughout the course of the year. Our website also provides resources that can be helpful in this process.

Community Resources

The Guidance Department has information related to many community resources that can provide students with additional support. If students are in need of any of these resources, they are encouraged to make an appointment to see a Guidance Counsellor. Many of these agencies can be found on the Nile Academy website under “Community Resources” in the Guidance section.

The Guidance Counsellor

The school has a Guidance Counsellor who can help you with your course selection and answer your questions. We suggest that you review the current diploma requirements before you contact us for assistance.

The following guidance services are available for students enrolled in at the school:

- ☐ assessment of secondary school diploma requirements
- ☐ assistance with College/University application process
- ☐ educational planning and counseling
- ☐ evaluations for mature students or equivalent credits
- ☐ Prior Learning Assessment & Recognition (PLAR) for mature students who is enrolled in a secondary school credit program for the purpose of obtaining an OSSD
- ☐ out-of-province document evaluation

Requesting a Progress Report, Transcript, or Enrolment Confirmation

If you would like the school to send a transcript of your marks to a college or university, you must fill in and sign a Request for Transcript Form. Your transcript will be issued after you have successfully completed the course, and the mark has been recorded. Your transcript will be mailed, unless you specify that you want to pick it up in person. We cannot fax transcripts.

These documents are provided only on request. If you want the school to send a progress report, transcript, or enrolment confirmation letter directly to an institution or employer, your request must include

- ☐ your student number
- ☐ the name and address of the institution or employer to whom you want the document mailed
- ☐ the contact's name at the institution or employer
- ☐ (if applicable) the reference number of your file at the institution
- ☐ the payment of \$25 per institution you wish the transcripts mailed to

Please note that we need at least two business days to prepare these documents, not including time in the mail. We will mail one copy of the document to the address you indicate and one copy to you for your records.

University Requirements and University Admission Process

Ontario Universities require that candidates present the OSSD, including a minimum of six Grade 12 courses. These are generally coded '4U'. However, a maximum of two '4M' courses may be included among the six required for Ontario university admission. The average for admission is based on the student's best six marks, one of which must be Grade 12 English (ENG4U). Specialized university programs such as Engineering and Commerce may have specific prerequisites that stipulate that certain Grade 12 subjects must be put forward in the calculation of the average for admission purposes. Some students may also be required to present proof of English facility. Detailed requirements can be found at www.ouac.on.ca

In December, students make formal application to the Ontario universities of their choice. They may amend their choices until the middle of February.

Issuing Diplomas

The school would issue the Ontario Secondary School Diploma (OSSD) if you earned your last credit with us. If you would like the school to issue your diploma, you must submit a written request along with your official, original academic records (including your transcript). If you have arranged for the last secondary school you attended to issue your diploma, you must inform us.

Accommodations for ESL Students

A request for accommodation for ESL students may be made at any time during a course. Once your request has been reviewed, our Guidance Counsellor will contact you regarding the outcome. At that time, you will be informed what, if any, accommodation can be provided to meet your needs.

Here are examples of the individualized accommodations that the school can offer

- ☐ giving students extra time to complete assignments or write tests
- ☐ allowing the use of certain learning tools, like calculators for completing numeracy tasks and computers for word processing
- ☐ administering tests individually or in small groups
- ☐ providing a quiet environment in which assessment may take place
- ☐ permitting oral responses to test questions
- ☐ providing for the use of scribes for tests
- ☐ simplifying the language of instructions and questions used in tests

Library Services

The school will have available a set of cores textbooks in each subject area. For research purposes, the students will avail themselves of the resources available at the local community library.

Computer Lab

The computer lab when not in use for classes may be used by the students to complete assignments and to do research. Students may use their private notebook on the school's wireless network system. All students must agree to abide by the "Acceptable Use Policy" set down by the school.

RESPONSIBILITIES, ACHIEVEMENT AND ATTENDANCE

Student Responsibilities, Achievement and Attendance

Students at Nile Academy have a number of responsibilities in order to obtain a credit. Students must behave in an appropriate manner, which reflects mutual respect for the rights of other and a readiness to support actively an environment conducive to intellectual growth. Students:

- ☐ Treat everyone with courtesy, respect and dignity.
- ☐ Act in a safe manner.
- ☐ Accept and follow the rules and regulations of the school.
- ☐ Accept responsibility for their actions.
- ☐ Use acceptable strategies to resolve conflict. If necessary, students will be taught appropriate alternatives to resolving conflict.
- ☐ Promptly respond to the instructions of supervising staff.
- ☐ Attend all classes at the prescribed time.
- ☐ Complete all assignments as requested by teachers.
- ☐ Submit all assignments on time.
- ☐ Complete in-class tests. Absence on the date of tests, without reasonable grounds, results in a ZERO mark. Retests are given at the discretion of teachers.

□ Write two formal examinations. a) mid-term examinations b) final examinations These examinations are written in a well supervised, well presided examination centre. Failure to write an examination, without legitimate and reasonable grounds for absence, results in a mark of zero. In the event of extenuating circumstances, deferred exams will be the preferred option.

□ Obtain a minimum of 50% in any given course. All student achievements are recorded on the reports in percentages.

Learning to 18 The Ontario Ministry of Education's Student Success/Learning to 18 strategy requires students to remain in school until the student has reached the age of 18 or obtained an Ontario Secondary School Diploma (OSSD).

Staff:

- Treat everyone with courtesy, respect and dignity.
- Ensure that students and parents are aware of the policies and expectations of the school.
- Communicate with parents.
- Design strategies that focus on and acknowledge positive behaviours.
- Ensure that they address inappropriate behaviours.
- Maintain a consistent approach and expectations, acknowledging positive behaviours and addressing negative behaviours.
- Teach the students alternatives to negative behaviour.

Parent(s):

- Treat everyone with courtesy, respect and dignity.
- Ensure that students and parents are aware of the policies and expectations of the school.
- Discuss and reinforce the expectations with their son/daughter

Attendance Policy

Regular attendance is crucial to success in the Nile Academy. The guidelines of the Ministry of Education require that students receive at least 110 hours of instruction for each credit course. Nile Academy expects all students to attend all classes regularly. Valid documentation must be presented to the teacher/office for missed classes.

Persistent absences will result in the following actions:

1st notice upon 4th day of absence:

Warning letter to student and the development of a plan by student and staff to improve attendance.

2nd notice upon 8th day of absence:

Warning letter sent to parents or guardians with an interview, where appropriate, is required with the Principal.

3rd notice upon 12th day of absence:

Interview with the Principal. Potential loss of Credit.

Lates:

Students who arrive less than 10 minutes late to an exam, report directly to the assigned exam room. Students who are late will be given only the time remaining on the examination in progress. Students more than 10 minutes late report directly to the main office for an attendance check and an escort to the examination. Students who arrive after an examination is completed will NOT be permitted to write the examination and a mark of "0" will be assigned.

Absences:

If a student is absent; he or she will check the listing of assignments, quizzes, tests, or exams from the teacher. The responsibility for making up missing exam or work lies solely with the student. It is the students' responsibility to find the teacher to schedule a make up for the quizzes, tests, or exams he or she missed.

Illness:

Any student who is absent, must present a doctor's note to the Main Office on the 1st day of return.

Family Emergency Matter:

Any student who is absent, must present a letter from a parent explaining the reason of the emergency on the 1st day of return.

This could mean rescheduling the exam until the next semester. Missed final exam may be rescheduled and completed either on the make-up day or student will make-up the credit at summer school or will accept a zero. The decision will depend on the duration of the illness/family emergency. Each case will be dealt with on an individual basis under the Ministry of Education/Nile Academy Policy which applies to Grade 9, 10, 11, & 12 students.

SCHOOL CODE OF CONDUCT

Mission Statement

Nile Academy is committed to providing its students with a safe and secure learning environment where they will be challenged to achieve the highest academic standards set by the Ontario Ministry of Education's school curriculum, with a strong emphasis on the Sciences and Information and Communication Technology.

Code of Behavior and Expectations

As a member of the Nile Academy community, students, parents, teachers and administration acknowledge their role in creating a culture of responsibility. They will strive to treat all members of the community in a fair and respectful manner and endeavor to resolve conflicts constructively. As a minimum basic standard, they will show respect for and adhere to the public laws in force in the country.

Academic Integrity

Academic Dishonesty and Plagiarism

Academic dishonesty is a serious offense. There are significant consequences when plagiarism is found in student work.

Definition: Plagiarism means presenting work done (in whole or in part) by someone else as if it were one's own. Other dishonest practices include faking or falsifying data, cheating, or the uttering of false statements by a student in order to obtain unjustified marks or special treatment.

Plagiarism is deliberate dishonesty and includes, but is not limited to, the following forms:

- ☐ impersonation of a candidate in an exam or test.
- ☐ copying from another student or making information available to other students knowing that this is to be submitted as the borrower's own work.
- ☐ use of unauthorized material.
- ☐ submitting an essay written in whole or in part by someone else as one's own.
- ☐ submitting an essay copied in whole or in part from the internet and submitted as one's own
- ☐ preparing an essay or assignment on behalf of another student.
- ☐ copying an essay or assignment or allowing one's essay or assignment to be copied by someone else.
- ☐ Using direct quotations or large sections of paraphrased material without acknowledgment.
- ☐ the buying or selling of assignments.
- ☐ submitting a work from one course as work in another course.

Penalties

The penalty for plagiarism or cheating can range from a mark of zero to suspension. Each case will be dealt with on an individual basis.

Computer and Network Acceptable Use Policy

The students and teachers may connect to and use Nile Academy's computing and networking resources only for the purposes related to the user's studies and school business. All other uses are prohibited at all times.

Students are expected to voluntarily to limit searches to topics and sites that are deemed appropriate. Students must seek prior approval to download or print any large files. Students must report to the teacher messages relating to or in support of illegal activities.

Dress Code

NileAcademy has a dress code policy designed to create a safe and orderly environment, instill discipline, and minimize the distractions and competition that varied dress styles can cause. All students are expected to arrive in dress code every day, displaying modesty and neatness in their appearance. We encourage you to take pride in your clean and neat attire, relying on your common sense and the support of your parents/guardians to help maintain these standards.

If you arrive at school in violation of the dress code, your parents will be contacted, and you will be kept out of classes until you are dressed appropriately. All missed class time will be counted as an unexcused absence.

Dress Code Requirements and Limitations

- ☐ Modesty: Skirts and sweatshirts must be of modest length, always tucked in, and may not be rolled at the waist.
- ☐ Accessories: Excessive jewelry such as rings, shiny, attractive earrings, and necklaces are not allowed.
- ☐ CosmeticsandPiercings : Excessive cosmetics, as well as facial and body piercings, are prohibited.
- ☐ Tattoos: Tattoos are not acceptable and must not be visible.
- ☐ Headgear: Hats, caps, hoodies, and sunglasses may not be worn inside the building.

Student Use of Tobacco, Alcohol and Illegal Drugs

No drugs, alcohol or tobacco are allowed on school property.

Safe Schools Act – Contacting the Police

Students are expected to show due diligence in obeying the laws of the country and respecting each other's rights and freedoms. In keeping with the Safe Schools Act, the School will follow the procedures for contacting the police as specified in the Act when infractions of the law occur.

COURSE DESCRIPTIONS

The courses are listed alphabetically by discipline and then by grade. Prerequisites, if necessary, are noted. All courses are full credit unless otherwise noted.

THE ARTS

Grade 9	Grade 10	Grade 11	Grade 12
AVI1O	AVI2O	AVI3O	

Visual Arts

Grade 9, Open AVI1O

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. Prerequisite: None

Visual Arts

Grade 10, Open AVI2 O

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. Prerequisite: None

Visual Arts

Grade 11, Open AVI3O

This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. Prerequisite: None

BUSINESS STUDIES

Grade 9	Grade 10	Grade 11	Grade 12
	BEP20	BDP30	BBB4M

Building the Entrepreneurial Mindset

Grade 10 Open BEP20

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production. Prerequisite: None

Entrepreneurship: The Enterprising Person

Grade 11, Open BDP30

This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of their work environments, and the challenges and rewards of becoming an enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event. Prerequisite: None

International Business Fundamentals

Grade 12, University/College Prep BBB4M

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. Prerequisite: None

CANADIAN AND WORLD STUDIES

Grade 9	Grade 10	Grade 11	Grade 12
CGC1W	CHC2D CHV2O	CLU3M CPC3O CGG3O	CLN4U CGW4U CPW4U

Issues in Canadian Geography

Grade 9, De-streamed CGC1W

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

Canadian History since World War I

Grade 10, Academic CHC2D

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. Prerequisite: None

Civics and Citizenship

Grade 10, Open, 0.5 credit CHV2O

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

Understanding Canadian Law

Grade 11, University/College Prep CLU3M

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them. Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

Politics in Action: Making Change

Grade 11, Open CPC3O

This course enables students to develop plans for change in the local, national, and/or global community. Students will explore various issues, investigating their causes as well as their impact, and determining where change is needed, and why. They will examine the effectiveness of various problem-solving strategies used by individuals and groups that have brought about and/or are attempting to bring about political change in democratic societies. In addition, students will analyze the role and perspectives of governments and other stakeholders in relation to issues of political importance and will consider factors affecting their own and others' political engagement. Students will apply the concepts of political thinking and the political inquiry process as they investigate various issues of political importance and develop a plan of action to address a selected issue. Prerequisite: Civics and Citizenship, Grade 10, Open

Travel and Tourism: A Regional Geographic Perspective

Grade 11, Open CGG3O

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities. Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

Canadian and International Law

Grade 12, University Preparation CLN4U

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

World Issues: A Geographic Analysis**Grade 12, University Preparation CGW4U**

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

investigate these complex issues and their impacts on natural and human communities around the world.

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

Canadian and International Politics**Grade 12, University Preparation CPW4U**

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

Prerequisite:

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

COMPUTER STUDIES

Grade 9	Grade 10	Grade 11	Grade 12
	ICD2O	ICS3U	

Digital Technology and Innovations in the Changing World**Grade 10, Open ICD2O**

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

Introduction to Computer Science

Grade 11, University Preparation ICS3U

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. Prerequisite: None

ENGLISH

Grade 9	Grade 10	Grade 11	Grade 12
ENL1W	ENG2D ELS2O	ENG3U EPS3O	ENG4U OLC4O

English

Grade 9, De-streamed ENL1W

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

English

Grade 10, Academic ENG2D

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. Prerequisite: English Grade 9 (ENG1W or ENG1D)

Literacy Skills: Reading and Writing

Grade 10, Open ELS2O

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies. Prerequisite: English Grade 9, or a Grade 9 English LDCC (locally developed compulsory credit) course

English**Grade 11, University Preparation** ENG3U

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

Prerequisite: English, Grade 10, Academic

Presentation and Speaking Skills**Grade 11, Open** EPS3O

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.

Prerequisite: English, Grade 10, Academic or Applied

English**Grade 12, University Preparation** ENG4U

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

students for university, college, or the workplace. Prerequisite: English, Grade 11, University Preparation

Ontario Secondary School Literacy Course**Grade 12, Open** OLC4O

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

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

ENGLISH AS A SECOND LANGUAGE

Level 1	Level 2	Level 3	Level 4	Level 5
ESLAO	ESLBO	ESLCO	ESLDO	ESLEO

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

Prerequisite: None
Canada.

English as a Second Language

ESL Level 2, Open ESLBO

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country. Prerequisite: ESL Level 1 or equivalent

English as a Second Language

ESL Level 3, Open ESLCO

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues. Prerequisite: ESL Level 2 or equivalent

English as a Second Language

ESL Level 4, Open ESLDO

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

variety of grade-level texts; written narratives, articles, and summaries in English; and respond critically to a variety of print and media texts. Prerequisite: ESL Level 3 or equivalent

English as a Second Language

ESL Level 5, Open ESLEO

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts. Prerequisite: ESL Level 4 or equivalent

FRENCH AS A SECOND LANGUAGE

Grade 9	Grade 10	Grade 11	Grade 12
FSF10	FSF20		

Core French

Grade 9, Open FSF10

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

Core French

Grade 10, Open FSF20

This course provides opportunities for students to speak French in guided and structured interactive settings. Students will communicate about matters of personal interest and familiar topics through listening, speaking, reading, and writing in real-life situations, using print, oral, visual, and electronic texts. Students will develop a general understanding and appreciation of diverse French-speaking communities, as well as skills necessary for lifelong language learning. Prerequisite: Grade 9 Open Core French

GUIDANCE AND CAREER EDUCATION

Grade9	Grade10	Grade 11	Grade 12
	GLC20	GWL30	

Career Studies

Grade 10, Open, 0.5 credit GLC20

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school. Prerequisite: None

Designing Your Future

Grade 11, Open GWL30

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success. Prerequisite: None

HEALTH AND PHYSICAL EDUCATION

Grade 9	Grade 10	Grade 11	Grade 12
PPL10	PPL20		

Healthy Active Living Education

Grade 9, Open PPL10

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. Prerequisite: None

Healthy Active Living Education**Grade 10, Open****PPL2O**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Prerequisite: None

MATHEMATICS

Grade 9	Grade 10	Grade 11	Grade 12
MTH1W	MPM2D	MCR3U	MDM4U MHF4U MCV4U

Mathematics**Grade 9, De-streamed****MTH1W**

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

Principles of Mathematics**Grade 10, Academic****MPM2D**

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Grade 9 Mathematics Destreamed

Functions

Grade 11, University Preparation MCR3U

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Principles of Mathematics, Grade 10, Academic

Mathematics of Data Management

Grade 12, University Preparation MDM4U

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

Advanced Functions

Grade 12, University Preparation MHF4U

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

Calculus and Vectors

Grade 12, University Preparation MCV4U

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

SCIENCE

Grade 9	Grade 10	Grade 11	Grade 12
SNC1W	SNC2D	SBI3U SCH3U SPH3U	SBI4U SCH4U SPH4U

Science

Grade 9, De-streamed SNC1W

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens. Prerequisite: None

Science

Grade 10, Academic SNC2D

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 9 De-streamed~~

Biology

Grade 11, University Preparation SBI3U

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. ~~Science, Grade 10, Academic~~

Chemistry

Grade 11, University Preparation SCH3U

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter,

as well as the impact of some common chemical reactions on society and the environment. Prerequisite: Science, Grade 10, Academic

Physics

Grade 11, University Preparation SPH3U

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

physics and technology, and consider the impact of technological applications of physics on society and the environment. Prerequisite: Science, Grade 10, Academic

Biology

Grade 12, University Preparation SBI4U

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

Chemistry

Grade 12, 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. Prerequisite: Chemistry, Grade 11, University Preparation~~

Physics

Grade 12, University Preparation

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

SOCIAL SCIENCES AND HUMANITIES

Grade 9	Grade 10	Grade 11	Grade 12
		HSP3U	HSB4U

Introduction to Anthropology, Psychology, and Sociology

Grade 11, University Preparation HSP3U

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines. Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

Challenge and Change in Society

Grade 12, University Preparation HSB4U

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change. Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

Courses Offered for the 2024 – 2025 Academic Year

Full courses: 40 minutes x 10 periods x 19 weeks =125 Hours

	Grade 9	Grade 10	Grade 11	Grade 12
Art	AVI10	AVI20		
Business Studies		BEP20	BDP30	BBB4M
Canadian and World Studies	CGC1W	CHC2D CHV2O	CGG3O CLU3M CPC3O	CGW4U CLN4U CPW4U
Computer Studies		ICS20	ICS3U	
English	ENG1W	ENG2D ELS2O	ENG3U EPS3O	ENG4U OLC4O
English as a Second Language	ESLAO ESLBO	ESLCO ESLDO	ESLEO	
French	FSF10	FSF20		
Guidance and Career Studies		GLC20	GWL3O	
Health and Physical Education	PPL10	PPL20		
Mathematics	MTH1W	MPM2D	MCR3U	MCV4U MDM4U MHF4U
Science	SNC1W	SNC2D	SBI3U SCH3U SPH3U	SBI4U SCH4U SPH4U
Social Studies and Humanities			HSP3U	HSB4U