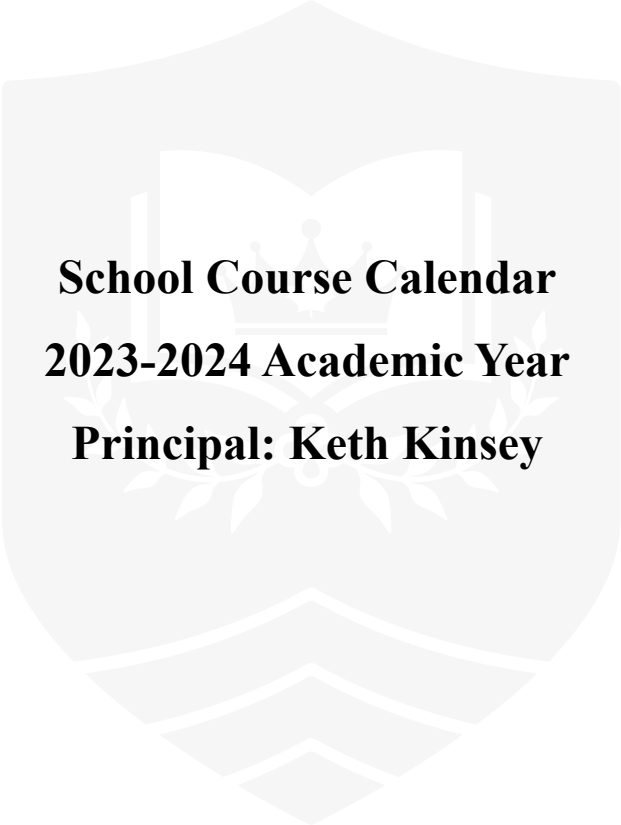


QUEEN'S ELITE ACADEMY



**School Course Calendar
2023-2024 Academic Year
Principal: Keth Kinsey**

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1. School Philosophy

At Queen's Elite Academy (QEA), we pride ourselves in promoting the academic, social, physical and character development of our students by providing them with a challenging, varied, and supportive learning environment.

We set high personal and academic standards for our students. We believe with positive support and direction the students will rise to the challenge of meeting QEA expectations. Queen's Elite Academy believes in the importance and value of completing a secondary education. It is the requirement that students in the province of Ontario remain in school until he or she has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD). Our school philosophy includes our commitment to reach every student to help him or her achieve a successful outcome from their school experiences.

Our students are recognized and respected as unique individuals and their successes reflect our own dedication to providing a high quality, well-rounded education. At Queen's Elite Academy, we remain committed to our students, our parents our community and our philosophy.

We believe that a partnership of families is critical to maximizing the success of our students. Interactive communication between the classroom teachers, the school and our families are an integral part of our program.

2. Mission Statement

Queen's Elite Academy is a private, co-educational, non-denominational, independent Private High School, inspected by the Ontario Ministry of Education. Queen's Elite Academy provides our students with the Ontario Ministry of Education Curriculum with high expectations and within an enriched, caring and secure environment. Our goal is to enable our students to pursue and achieve personal and academic excellence through their school experiences, in order to better prepare them to take on effective roles within their families, their communities and their careers. QEA works hard to stress the importance and value of completing a secondary education and is committed to help every student achieve a successful outcome.

3. School Course Calendar

Queen's Elite Academy's School Calendar will provide you with information about our school, our programs and the academic requirements that will assist you in developing your academic plan for obtaining an Ontario Secondary School Diploma (OSSD). While the calendar will provide you with important information about obtaining an OSSD, you are strongly advised to consult with our Principal to verify and confirm that your academic plans are the most appropriate and flexible to achieve your careers goals.

4. Schedule & Dates

Weekday Schedule

CA Morning

PERIOD	TYPE	TIME (EST)
P1	Lesson	8:00 AM – 9:00 AM
P2	Lesson	9:00 AM – 10:00 AM
P3	Lesson	10:00 AM – 11:00 AM
P4	Lesson	11:00 AM – 12:00 PM
Lunch Break		12:00 PM – 13:00 PM
P5	Flip Class / Office Hour	13:00 PM – 14:00 PM
P6	Flip Class / Office Hour	14:00 PM – 15:00 PM
Study	Self-Study	15:00 PM – 16:00 PM

Office hour - Subject teacher available for any subject matter inquiry, complete assigned tasks.

Flip-class - Monitored learning time, course specific for completing lesson tasks.

CA Night

PERIOD	TYPE	TIME (GMT+8)
P1 A	Live Lesson Subject 1	8:00 AM – 9:00 AM
P1 B	Live Lesson Subject 1	9:00 AM – 10:00 AM
P2 A	Live Lesson Subject 2	10:00 AM – 11:00 AM
P2 B	Live Lesson Subject 2	11:00 AM – 12:00 PM
Lunch Break		12:00 PM – 14:00 PM
P3	Asynchronous Learning	14:00 PM – 15:40 PM
P4	IELTS	16:00 PM – 18:00 PM
Study	Monitored Self-Study	19:00 PM – 21:50 PM

Important Dates

2023-2024 Year Important Dates CA

Sessions	Starting Date	Ending Date
1	September 5, 2023	October 27, 2023
2	October 31, 2023	December 21, 2023
3	January 2, 2024	February 23, 2024
4	March 5, 2024	April 30, 2024
5	May 2, 2024	June 26, 2024
6	July 2, 2024	August 23, 2024

P.A. Days
September 1, 2023
October 30, 2023
December 22, 2023
March 1, 2024
May 1, 2024

Holidays	Dates
Thanksgiving	October 9, 2023
Winter Break	December 25, 2023 to January 2, 2024
Family Day	February 19, 2024
March Break	March 29, 2024
Good Friday	February 26, 2024 to March 1, 2024
Easter Monday	April 1, 2024
Victoria Day	May 20, 2024
Canada Day	July 1, 2024
Civic Day	August 5, 2024

*Final Exam dates are the last two days of a session

5. QEA Code of Conduct

5.1. Standard Behaviour: Respect, civility, and responsible citizenship

Queen's Elite Academy believes that school promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. Our school's code of conduct strictly follows Ministry of Education's Code of Conduct for Ontario Schools.

All school members must:

- Respect and comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and opinions;
- Treat one another with dignity and respect at all times;
- Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Respect persons who are in a position of authority; and
- Respect the need of others to work in an environment of learning and teaching.

Physical safety:

Weapons

All school members must:

- Not be in possession of any weapon, including but not limited to firearms;
- Not use any object to threaten or intimidate another person; and
- Not cause injury to any person with any object.

Alcohol and Drugs

All school members must:

- Not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

Physical Aggression

All school members must:

- Not inflict or encourage others to inflict bodily harm on another person; and
- Seek staff assistance, if necessary, to resolve conflict peacefully.

Immediate suspension will be the minimum penalty faced by a student for:

- Uttering a threat to inflict serious bodily harm;
- Possession of illegal drugs and weapons
- Acts of vandalism causing extensive damage to school property or property located on school premises.

In these instances, police will be involved, as required, and conditions to return to school will be specified in accordance with school policies.

A student will be immediately suspended for:

- Threatening a teacher, or other person in authority;
- Being in possession of alcohol, drugs, weapons; and
- Being under the influence of alcohol and or Drugs

Dress Code

As of September 2018 QEA requires students to wear uniforms with certain days assigned as casual wear days. Students are expected to wear appropriate slacks, shirts or blouses, and footwear. Jeans and “T” shirts are acceptable if clean, pressed and generally neat in appearance. In hot weather, walking shorts are acceptable, as are sneakers/tennis style shoes.

Inappropriate dress is not acceptable, such as:

- Ragged, cut-off jean shorts
- Tank tops, T-shirts with inappropriate lettering
- Bare midriffs
- Slippers or beach sandals

5.2. Student Roles and Responsibilities

Students must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behavior. They are required to show respect and responsibility by:

- Attending school daily, prepared, on time, and ready to learn;
- Showing respect for him/herself and for others;
- Using technology responsibly and maturely;
- Following the established rules and taking responsibility for his/her actions.

5.3. Teacher Roles and Responsibilities

- to expect the fullest co-operation of all students in or out of class, while performing their teaching and supervision duties
- to expect support from the administration and parents in the disciplining of any student who interferes with the rights of others to learn and enjoy mutual respect
- to manage their classrooms
- to report progress and conduct to the administration, parents and students
- to plan and conduct an effective program
- to exercise the authority and discipline in the manner of a “kind, firm, judicious parent”
- to plan, conduct and co-ordinate their classroom and extra-curricular activities with regard for the needs of the school as a whole

5.4. Academic Misconducts

Members of QEA are expected to maintain high standards of honesty throughout the many aspects of their life and study at the school. At QEA, cheating, plagiarism and all other forms of academic dishonesty are serious violations that undermine and compromise both the student’s education and the integrity of this learning community.

Cheating

Cheating includes but not limited to:

- **Accessing tests or examinations without permission of the teacher.**
- **Bringing and using notes, electronics or online translators, or other unauthorized aids in an evaluation or examination.**
- **Giving unauthorized aid to another student, sharing, or allowing another student to copy or use one’s test, exam, essay, or homework.**

- Receiving excessive help with homework, take-home assignments, essays, etc.
- Every count of offence in cheating warrants an official warning.

Plagiarism:

The action of plagiarism includes but not limited to:

- Copying or paraphrasing the work of others without citation.
- Misrepresenting someone else's work as one's own.
- Translating work from one language to another without citation.
- Using the same piece of work in two separate courses or for two separate assignments.
- Every count of offence in plagiarism warrants an official warning.

The Academic Integrity Certificate Program

To prevent plagiarism, students will learn how to properly use and cite another author's words, ideas, arguments or research during QEA courses and the Academic Integrity Certificate Program.

The core message of the Academic Integrity Certificate Program is simple: students should focus on expressing their own thoughts and ideas. In most course assignments, citing the work of other authors is not required. But when it is used, it should be kept to a minimum so that the voice of the student is always clear and visible. In all cases, if a student submits an assignment has indicators that suggested the content is plagiarized, there will be a student teacher conference to discuss the consequences of plagiarism and once it is confirmed that the content is plagiarized, the action listed below will be taken.

The Academic Integrity program is meant to help students understand and avoid plagiarism and other inappropriate behavior that often prevents students from reaching their educational goals. Upon completion of this mini course (Plagiarism Prevention program), all participants will be required to "sign" the Academic Integrity contract and claim their Academic Integrity badge.

In the event of a plagiarized assignment or test, the following will occur:

First Offence:

- The student will be required to submit the **Plagiarism and Academic Integrity Statement**. This letter requires the student to (1) convey an understanding of their mistake and explain how they will avoid repeating this mistake in the future and (2) acknowledge the consequences that will follow if there is a second offence.
- The student may be allowed to resubmit the affected assignment. A mark reduction may apply.
- The affected test weight may be shifted to future assessments of learning.

- **The student will be enrolled into the Plagiarism Remedial program (no assessment will be evaluated until successful completion of the program)**

Second offence:

- **The submitted work will receive a grade of zero.**
- **The student will be placed on probation and their academic work will be carefully monitored.**
- **The student's parents or guardians will be notified about the situation and required to sign a new Plagiarism and Academic Integrity Statement.**
- **The student may be suspended for a time determined by QEA.**

Third Offence:

- **The student may be expelled or denied re-enrollment at QEA.**

5.5. Late and Missed Assignments

Queen's Elite Academy will make it clear to the students and parents/guardians early in the school year that they are responsible not only for their behaviour in the classroom/school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies will be used to encourage the student to modify his/her behaviour. Some of these may include:

- Asking the student to clarify the reason for not completing the assignment taking into consideration legitimate reasons for missed deadlines.
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists.
- Setting up a student contract
- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so.
- Deducting marks for late assignments, up to and including the full value of the assignment.

Students and parent/guardians will be informed in a timely fashion via phone call, face to face conference, e-mail and if need be a formal letter about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments. **If the above measures have been**

put into place and the behaviour of the student has not provided sufficient evidence, then 0 will be inserted as the mark for the missed assignment.

5.6. Attendance Policy

Regular attendance is crucial to a student's success in Queen's Elite Academy's programs. The guidelines of the Ministry of Education require that students receive at least 110 hours of scheduled instruction time for each credit course. QEA expects all students to attend all classes. Valid documentation must be presented to the teacher and the office for missed classes. Persistent absences will result in the following actions:

- An Excused Absence refers to the case of illness and bereavement leave or serious personal and/or family issues.
- An Unexcused Absence refers to absent without a proper reason. Inappropriate examples would be shopping, haircut appointments, sleep in, etc.
- Late refers to students do not present him/herself within the first 15 minutes of class. Absence will not affect students' overall mark of the course. It is expected that students will attend all their classes and extracurricular commitments according to the scheduled timetable. Continued unexcused Late or absences will be recorded and communicated with students' parents and/or guardians
- Student are required to attend all the scheduled live sessions and log in to the Schoology learning platform every school day.
- Every 2 unexcused absents warrants 1 Warning. 2 Warnings in any course warrants a parent report. 3 Warnings in a single course, the student could risk losing that credit.
- For the Live session to count towards attendance, the student's camera needs to be on and directed at the student.

Should total minutes of lates and absences exceed 15 hours the principal will not grant the credit with no refunds.

6. Technology: Acceptable Use Policy

QEA provides information technology resources for use by the QEA community to support its educational mission. The use of these resources must be consistent with the goals of the school. As members of the QEA community, students are expected to act responsibly and to follow the school's guidelines, policies, and procedures using technology and electronic networks accessed by such technology.

This acceptable use policy defines the ways in which a user may behave in the QEA learning management system. It asks users to be respectful to each other, to not act in ways that are unethical or illegal, and to be aware that all actions are logged and monitored. The following guidelines explain this policy in greater detail and identify the likely consequences for inappropriate use.

Our learning management system is intended for educational purposes:

- **Commercial, illegal, inappropriate or obscene activities are prohibited.**
- **Students who use the learning management system in these ways will have their registration and access withdrawn.**
- **Disciplinary action may include criminal investigation and legal sanctions.**

Your online security requires your active participation:

- **Protect your username and password. Do not share it with anyone;**
- **Report any email that requests personal information from you to the principal. Do not attempt to damage or violate the security provisions of the learning management system;**
- **Do not log in anonymously or as another user.**

7. Ontario Education Definitions

7.1. Ontario Education Number (OEN)

The OEN is a student identification number that is assigned by the Ministry of Education to elementary and secondary students across the province. The number, which is unique to every student, will be used as the key identifier on a student's school records. Each registered student in QEA will receive an OEN at registration.

7.2. Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a provincially standardized document that provides a record of a student's achievement in secondary school. The transcript includes the following information:

- **The student's achievement in Grades 9 and 10 with percentage grades obtained and credits earned for successfully completed credit courses.**
- **a list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;**
 - **Note:**
 - **Only one credit will be granted for a course that a student has successfully completed twice.**
 - **If a student withdraws from a course within five instructional days following the issue of the midterm provincial report card is not recorded on the OST**
- **Equivalent credits granted for schoolwork completed at other institutions outside of Ontario.**

- **Confirmation that the student has completed the community involvement requirement**
- **Confirmation that the student has completed the provincial secondary school literacy requirement**
- **Any Ontario Secondary School Diploma earned.**

The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

Copies of this certified and sealed document are available to students on request and are sent to university admissions offices as required.

7.3. Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the official school record for an Ontario student. The OSR tracks a student's educational progress through schools in Ontario.

Students and their parents or guardians (if the student is under age 18) may examine the contents of the OSR. It is kept in the QEA Toronto office. The OSR is an ongoing record and may be transferred from QEA if the student transfers to another Ontario school.

7.4. Ontario Secondary School Diploma (OSSD)

Courses at QEA are based on the Secondary School Diploma system designed and managed by the Ontario Ministry of Education. On successful completion of the diploma requirements, students can graduate and attend post-secondary programs.

Students who receive an average of 80% or greater in their six best Grade 12 courses will also be rewarded an Ontario Scholars certificate.

7.5. Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate may be granted to students who leave school without fulfilling the requirements for the Ontario Secondary School Diploma. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

The requirements for the OSSC are:

- **Earn 14 credits (including 7 compulsory credits).**
 - **2 credits in English**
 - **1 credit in Canadian Geography or Canadian History**
 - **1 credit in Mathematics**
 - **1 credit in Science**
 - **1 credit in Health and Physical**

- 1 credit in the Arts or Technological education
- 7 elective credits
- Students are not required to complete 40 hours of community involvement.
- Students are not required to pass the Ontario Secondary Literacy Test.

7.6. The Certificate of Accomplishment

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

8. Requirements for the Ontario Secondary School Diploma (OSSD)

8.1. Earn a total of 30 credits

Students must earn a total of 30 credits from grades 9 to 12. Students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits.

For students who are admitted to QEA after grade 9, QEA offers Prior Learning Assessment and Recognition (PLAR). This process grants students equivalent OSSD credits based on their prior learning. QEA's Guidance Team will assess student local transcripts, and following assessment, students will receive an Equivalent Credit Report from QEA stating how many credits were transferred and those remaining. We do not accept PLAR Challenges at this time.

Definition of an Ontario Credit:

A credit is granted in recognition of the successful completion (completion with a final percentage mark of 50% or higher) of a course for which a minimum of 110 hours has been scheduled. Credits are granted by the principal on behalf of the Ministry of Education for courses that have been developed or authorized by the Ministry.

An Ontario Secondary School Diploma (OSSD) shall be granted by the Minister of Education, on the recommendation of the principal of the school last attended, to a student who has earned a minimum of 30 credits.

In order to earn an OSSD, a student must:

- Earn 30 credits (18 compulsory credits and 12 optional credits)
- Complete minimum 40 hours of community involvement activities
- Pass the Ontario Secondary School Literacy Requirement

The combination of compulsory and optional courses is designed to provide all students with the essential knowledge and skills they will need to function effectively in any area of activity, as well as the opportunities to acquire the specialized knowledge and skills they will need to succeed in their chosen post-secondary endeavors.

Compulsory Credits (total of 18)

Students must earn the following 18 compulsory credits to obtain the Ontario Secondary School Diploma (OSSD):

- **4 credits in English (1 credit per grade):**

The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English Compulsory credit requirement.

The Grade 11 Contemporary Aboriginal Voice course may be used to meet the Grade 11 English compulsory credit requirement.

For English Language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

- **3 credits in Mathematics (at least 1 credit in Grade 11 or 12)**

- **2 credits in Science**

- **1 credit in the Arts:**

The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts

- **1 credit in Canadian Geography (Grade 9)**

- **1 credit in Canadian History (Grade 10)**

- **1 credit in French as a second language:**

Students who have taken Native languages in place of French as a second language in Elementary schools may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

- **1 credit in Health and Physical Education**

- **0.5 credit in Civics**

- **0.5 credit in Career Studies**

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

Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and World studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

Group 2: French as a second language, the arts, business studies, health and physical education, cooperative education

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

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

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

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

Optional Credits (total of 12)

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in this school course calendar.

****Ontario School: Policy and Program Requirements – Kindergarten to Grade 12;
2016

8.2. Complete 40 hours of Community Involvement Activities*

Every student must find, organize, and complete a minimum of 40 hours of community involvement activities. The required number of hours depends on what grade the student enters QEA.

The purpose of these activities is to allow students to become directly involved in their communities, develop awareness and civic responsibility, and to practice real-world skills. Students receive some assistance in finding community involvement opportunities from the school Guidance Counsellor.

Ineligible activities include:

- Any paid experience
- Any activity that are regular responsibilities (i.e. family chores, babysitting)
- Any activity that benefits for-profit organizations
- Job shadowing
- Playing on a school sports team or taking part in a club
- Activities completed during school instructional hours
- Activities that would normally be performed for wages by a person in the workplace

Eligible activities include:

- Activities with a not-for-profit organization such as:
- Elementary Schools: assist with school events, activities for children
- Secondary Schools: organization and leadership of school activities that benefit the community
- Animal Care: volunteering in a zoo or animal shelter
- Health Agencies: volunteering at hospitals

Students are encouraged to speak to their Guidance Counsellors or School Administrators before volunteering to ensure the validity of the activity. All activities must be signed and verified by the organization or organizer of the activity.

*In the 2021-2022 Year, the number has been adjusted to 20 hours and previously ineligible activities (as above)

are now eligible to account for 10 of the required hours.

The ministry communicated in the Planning for the 2021-22 School Year memo, the community involvement graduation requirement of 40 hours is restored for students graduating in the 2022-23 school year and beyond.

For the 2020-21 and 2021-22 school years, the ministry provided flexible ways for students to obtain community involvement hours. At the principal's discretion, students could earn hours during the time allotted for the instructional program on a school day, and through duties normally performed in the home. This can include helping an elderly relative with an errand or a sibling with homework. Additionally, students could count a maximum of 10 hours from paid employment for students aged 14 years and older. These flexible measures will continue to be available for the 2022-23 school year for all students.

8.3. Provincial Literacy Requirement

Ontario Secondary School Literacy Test

The Ontario Ministry of Education offers a standardized Ontario Secondary School Literacy Test (OSSLT) every year, to determine whether students meet the provincial secondary school literacy requirement for graduation. The test is usually held in the spring, and results are distributed in June. All students enrolled in, or who have completed ENG3U will be required to take the OSSLT.

Students can attempt the test twice.

English Language Learners may be given special provisions.

Ontario Secondary School Literacy Course

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 Ontario Secondary School Literacy Course to meet diploma requirements. Students who successfully complete this course (course code: OLC4O) will meet the provincial literacy requirement for graduation.

8.4. Substitution for Compulsory Courses

In designing a student's program and to ensure that all students can qualify for the Ontario Secondary School Diploma (OSSD), substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, Principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the Principal will determine whether or not a substitution should be made. A Principal may also initiate consideration of whether a substitution should be made. The Principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In all cases, the substitution will only be made if it deemed to be of no harm either to the student's learning or to the integrity of the Ontario Secondary School Diploma program. Each substitution will be noted on the student's Ontario Student Transcript.

The following are limitations for compulsory credits (Ontario School: Policy and Program Requirements K-12; 2012):

- English as a second language and English Literacy development courses may not be used to substitute for compulsory credit.
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet compulsory credit requirement
- Credit earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.

8.5. Credit Equivalency

A student must have a minimum of 30 credits to earn an Ontario Secondary School Diploma (OSSD). However, students are granted overseas equivalency credits based upon their previous successful secondary school work in their own country. Students who wish to apply for university entrance in Canada, and do not have a High School Diploma, must obtain an OSSD that includes a minimum of six (6) “U” or “M” or a combination of 4 “U” and a maximum of “2 M” credits. Any or all of these six credits may already be among the 30 credits of the OSSD. University and College entrance requires students to have an OSSD or a High School Diploma from their country of origin.

For students from overseas and outside Ontario, the Principal will assess their school records and determine the number of equivalency credits that the students will be granted and indicate the remaining number of courses they are required to complete in order to qualify for the OSSD.

8.6. Prior Learning Assessment and Recognition (PLAR)

Prior Learning and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Queen’s Elite Academy may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: “equivalency” and “challenge”.

Equivalency refers to the process whereby credentials from other jurisdictions are assessed for the purpose of granting credit for a course developed from a curriculum policy document.

Challenge refers to the process whereby a student’s prior learning is assessed for the purpose of granting credit for a Grade

10, 11 or 12 courses developed from a curriculum policy document.

All credits granted through the PLAR process, that is through either the challenge process or the equivalency process, must represent the same standards of achievement as credits granted to students who have taken the courses.

Please note: Queen's Elite Academy does not use or support the challenge process.

8.7. PLAR Equivalency

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools, or schools outside Ontario. Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

On the Ontario Student Transcript (OST) 'PLE' is the code used for equivalent credits granted for previous learning outside Ontario or in a non-inspected private school in Ontario. For these credits, the code 'EQV' is used instead of a percentage grade.

9. Courses and Credits

9.1. Course Codes

All QEA courses have a course code. These 5-character course codes are created by Ontario's Ministry of Education and recognized at every Ontario school and Canadian university/college.

It is important that all guidance counsellors familiarize themselves with course codes, as most admission officers and materials will only list course requirements using course codes.

Example: MHF 4U

The first three characters identifies the subject. The first letter identifies the department area.

A = Arts	G = Guidance & Career Education	P = Physical & Health Ed.
B = Business	H = Humanities & Social Sciences	S = Sciences
C = Canadian & World Studies	I = Interdisciplinary Studies	T = Technology
E = English	L = International Languages	
F = French	M = Mathematics	

The fourth character, the number, indicates the Grade level.

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

The last letter identifies the type of course.

Grades 9 & 10	D = Academic P = Applied O = Open W = De-streamed
Grades 11 & 12	U = University Preparation C = College Preparation M = University/College Preparation O = Open Courses

For this example, MHF4U:

This course is a mathematics course (MHF4U) that is a grade 12 course (MHF4U) and is a university preparation course (MHF4U). The full name for MHF4U is Advanced Functions.

9.2. Course List and Descriptions

Below is the complete list of courses offered by the QEA. See Section 10: Course Descriptions for more detail. Offered courses are subject to change depending on its availability.

Prerequisite Courses:

Courses in Grade 10, 11 and 12 have prerequisites for enrolment.

Courses cannot be taken without the successful completion of the stated prerequisite.

If a student believes they can be successful in a particular course without having taken the specified prerequisite course, please request for a diagnostic test (extra fee required).

If the student passes the diagnostic test with a 75%+, the Principal will complete a pre-requisite waiver, and the student can be enrolled in the course without the pre-requisite.

Courses	Gr.	Code	Name	Pre-requisite
ESL	9	ESLAO	ESL Level A	Oxford English Proficiency Test Results
ESL	9	ESLBO	ESL Level B	
ESL	10	ESLCO	ESL Level C	
ESL	10	ESLDO	ESL Level D	
ESL	11	ESLEO	ESL Level E	
Health and P.E.	9	PPL1O	Physical Education	None
French	9	FSF1O	Core French	None
Mathematics	9	MTH1W	Mathematics	None
Science	9	SNC1W	Science	None
Geography	9	CGC1D	Issues in Canadian Geography	None
Career	10	GLC2O	Career Studies	None
Civics	10	CHV2O	Civics and Citizenship	None
Business	10	BBI2O	Introduction to Business	None
English	10	ENG2D	English	ENG1D
Mathematics	10	MPM2D	Principles of Mathematics	MTH1W
Science	10	SNC2D	Science	SNC1W

History	10	CHC2D	Canadian History since WW1	None
Art	10	AVI2O	Visual Art	None
Business	11	BAF3M	Introduction to Financial Accounting	None
Careers	11	GWL3O	Designing Your Future	None
Computer Studies	11	ICS3U	Introduction to Computer Science	None
English	11	ENG3U	English	ENG2D / ESLEO
Mathematics	11	MCR3U	Functions	MPM2D
Science	11	SCH3U	Chemistry	SNC2D
Science	11	SPH3U	Physics	SNC2D
Science	11	SBI3U	Biology	SNC2D
Art	11	AVI3M	Visual Art	AVI2O/AVI1O
Business	12	BBB4M	International Business Fundamentals	None
Business	12	BOH4M	Business Leadership	None
English	12	ENG4U	English	ENG3U
English	12	OLC4O	Ontario Secondary School Literacy Course	Literacy Test
Languages	12	LKBDU	Simplified Chinese – Level 3	LKBCU
Mathematics	12	MHF4U	Advanced Functions	MCR3U
Mathematics	12	MCV4U	Calculus and Vectors	MHF4U
Mathematics	12	MDM4U	Mathematics of Data Management	MCR3U
Science	12	SCH4U	Chemistry	SCH3U
Science	12	SPH4U	Physics	SPH3U
Science	12	SBI4U	Biology	SBI3U
Social Sciences	12	CIA4U	Analyzing Current Economics Issues	ENG3U
Social Sciences	12	HFA4U	Nutrition and Health	ENG3U
Art	12	AVI4M	Visual Art	AVI3M
Computer Science	12	ICS4U	Computer science	ICS3U

10. Changes to Academic Courses

10.1. Withdrawal from a Course

In order to withdraw from a course, students and parent/guardians are asked to complete a course withdrawal form.

For Grades 9 & 10 courses: Withdrawals will not be recorded on the OST.

For Grades 11 & 12 courses: Universities require full disclosure of a student's academic progress. In order to meet this requirement:

- Withdrawals occurring within 5 days of the issuing of the mid-term report card will result in the mark not being recorded on the OST.
- Withdrawals from a Grade 11 or 12 course 5 days after the issuing of the mid-term report card will result in the course and mark being recorded on the OST and the student's university application.

10.2. Retaking a Course

Only one credit is earned if a course is repeated however both courses will appear on the student's OST and university application.

In Grade 11 and 12, a "R" appears on the student's OST for the course with the lower mark. Some schools will accept the retaken course mark, others will not. It is important to consult the university's policies on retaking courses before the decision is made.

10.3. Withdrawing from a Program

When a student withdraws from a program, a program withdrawal form must be completed and signed by the student and parent/guardian. The form must then be sent to QEA who will confirm acceptance of the form and process the document. Only when the QEA has contacted the student or parent/guardian to confirm withdrawal from a program is a student considered withdrawn.

10.4. Additional Credit Course

If a student takes more courses than outlined in his or her program package, there will be an additional fee per course.

10.5. Not-for-credit course

If a student chooses to take a course as not-for-credit, the full course fee applies.

10.6. Non-completion of a course

Independent students have 12 months to complete a course from the day they register. After 12 months, the course will be counted as a withdrawal.

- If there is no mid-term report issued, the mark will not be recorded on the OST and not appearing on the student's university application.
- If there is a mid-term report issued, the mark will be recorded on the OST and the student's university application.

10.7. Changing Course Types

Some students may change their educational goals as they proceed secondary school. When they decide to embark on a new pathway, they may find that have not completed all of the prerequisite courses they need. School must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar. In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed 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 mathematics course must take rather the designated transfer course or the Grade 9 academic mathematics course.

In Grade 10 academic 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 or she may take one of the specified as a prerequisite for that course. If the student has not done so, he or she may

take one of the specified prerequisite course through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

10.8. Transfers

Students wishing to transfer to Queen’s Elite Academy from another school in Ontario during the term may do so, but must start courses from the beginning. They cannot forward work from another institution. The transfer must be approved by the Principal.

11. Evaluation & Assessment

11.1. Policy

The main purpose of assessment and evaluation is to improve the quality of learning for students, while fostering personal growth and academic development.

The Ontario curriculum documents for grades 9-12 outline the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and various other activities through which achievement is assessed and evaluated. These documents are available through the Ministry of Education website at www.edu.gov.on.ca.

11.2. Types of Assessment

Each lesson in a course contains numerous assessments. There are two types of assessments:

- **Diagnostic assessment:** This assessment type 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:** This assessment type provides both students and teachers with the information they need to improve the learning process while it's happening. Formative assessments are submitted in Schoology, but they are not “graded” and do not count towards the student’s final grade in the course. Feedback is given to students so that they can improve on their work. All Formative Assessments must be completed in a course.
- **Summative assessment:** This assessment type is graded and will count towards the students’ final marks. Grading of summative assessments are done by the Course Teachers. Note: If students have incomplete or ungradable assessments (wrong file types, missing files), the student will receive 0% and a notice to resubmit the assignment.

The Assessments is also categorized to identify how the information is used.

- **Assessment for learning:** “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.” (Assessment Reform Group, 2002, p. 2). The information gathered is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.

The information gathered is also used by teachers to monitor students’ progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.

- Assessment as learning “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 modelling external, structured opportunities for students to assess themselves.” (Western and Northern Canadian Protocol, p. 42). The information gathered is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.
- Assessment of learning “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.” (Western and Northern Canadian Protocol, p. 55). The information gathered is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.

11.3. Evaluation Structure

Summative Assessments are evaluated according to four broad categories of knowledge and skills. These categories are:

- **Knowledge and Understanding**: Knowledge of subject-specific content acquired in each course/grade, and the overall comprehension of its meaning and significance.
- **Thinking & Inquiry**: The use of planning, creative and critical thinking skills and processes.
- **Communication**: The conveying of meaning to a variety of audiences through various forms, such as graphic, oral and written. Includes level of proficiency in grammar, spelling, punctuation and vocabulary.
- **Application**: The use of knowledge and skills to make connections between and within various contexts.

11.4. Grading Timelines

For QEA Students, the following grading timelines apply:

Assessment Type	Time Required For Grading
Assignments	3 business days
Project/Research Assignments	5 business days
Tests/Exams	5 business days

Feedback and marks will be given within those time frames.

11.5. Reporting

QEA has two reporting periods throughout the course: **midterm and final**.

Midterm report cards are issued when students have completed the first 50% of their course. Final report cards are issued within 10 business days of the Course Teacher receiving a student's final exam. A copy of the report card is emailed to the School Administrator or individual student, and a copy is kept in the student's Ontario Student Record.

The midterm and final report card contain a percentage grade, teacher comment and a learning skill scale for each course.

11.6. Learning Skills

Learning skills are developed throughout the course of the student's high school education. These skills are divided into 6 categories, and evaluated on the report cards using the following scale:

E = Excellent G = Good S = Satisfactory N = Needs Improvement

Students are evaluated based on the following categories:

Responsibility
I complete my classwork and homework
I hand in assignments on time
I behave appropriately in class
Organization
I use my agenda to record assignment due dates and other assessment dates
I make and follow plans to complete assignments and study for assessments
I come to class prepared with the necessary supplies
Independent Work
I follow instructions with minimal supervision
I make good use of class time
Collaboration
I respond positively to the ideas, opinions, values and traditions of others
I do my fair share in class and when working in a group
Initiative
I approach new challenges with a positive attitude
I am curious and interested in learning
I look for new ideas and learning opportunities beyond what happens in class
Self-Regulation
I seek clarification or help when needed
I set goals and monitor my progress towards achieving them
I persevere and make an effort when responding to challenges

12. Supports & Resources

12.1. Guidance Program

Guidance Counsellors as well as QEA counsellors are available to assist students and parents with academic and post-secondary counselling. Guidance Counsellors are available through in-person counselling, and QEA counsellors are available through email and appointment-based video-conferencing. QEA Counsellors help students define their academic route and to create a skills development plan that ensures that they are always on the right track to their post-secondary programs and career goals.

12.2. Student Support & Accommodations

At QEA, we believe in supporting all our students so that they can reach their personal definition of success. Our Head of Student Success Services and the Student Support Team monitors the academic progress of all students to ensure that they are meeting academic requirements and have the academic, social, and emotional tools needed to succeed in each course.

QEA will regularly communicate with and work together with School administrators and Guidance counsellors to address any questions, issues or concerns that may arise.

QEA ensures that English Language Learners are provided with accommodations through instructional strategies, learning resources, and assessment strategies.

If other special accommodations are required for students, the QEA Guidance and administrative team will work together with students and parents to create an Individualized Learning Plan.

13. Course Descriptions

In this section, you can find the descriptions of all QEA courses. To get more detailed information about each course, you can:

- View the Course Outlines for each course on the Schoology page of each course.
- Access Ontario curriculum policy documents at:
<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

English as a Second Language Courses

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 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: ESLBO or Oxford English Placement Test

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: ESLBO or QEA English Language Placement Test

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

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

Prerequisite: ESLCO or QEA English Language Placement Test

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: ESLDO or QEA English Language Placement Test

Grade 9 Courses

Healthy Active Living Education, Grade 9, Open (PPL1O)

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

Core French, Grade 9, Open (FSF1O)

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

Prerequisite: None

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

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.

Issues in Canadian Geography, Grade 9, Academic (CGC1D)

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

Prerequisite: None

Grade 10 Courses

Career Studies, Grade 10, Open (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

Civics and Citizenship, Grade 10, Open (CHV20)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

Prerequisite: None

Introduction to Business, Open (BBI2O)

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

Prerequisite: None

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: ENG1D - English, Grade 9, Academic

Principles of Mathematics, Grade 10, University Preparation (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: MPM1D - Mathematics, Grade 9, Academic

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.

Prerequisite: SNC1D - Science, Grade 9, Academic

Canadian History since World War I, Grade 10 (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

Visual Arts, Grade 10 Open (AVI2O)

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

Grade 11 Courses

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: ENG2D - English, Grade 10, Academic / ESLEO

Introduction to Computer Science, 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

Functions, 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: MPM2D - Principles of Mathematics, Grade 10, Academic

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.

Prerequisite: SNC2D - Science, Grade 10, Academic; Recommendation: ESLDO

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: SNC2D - 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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: SNC2D - Science, Grade 10, Academic

Financial Accounting Fundamentals, Grade 11, University/College Preparation ((BAF3M)

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

Prerequisite: None

Designing Your Future, Grade 11, Open (GWL3O)

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

Visual Arts, Grade 11 University/College Preparation (AVI3M)

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

Prerequisite: Visual Arts, Grade 9 or 10, Open

Grade 12 Courses

International Business Fundamentals, University/College Preparation (BBB4M)

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Prerequisite: None

Business Leadership: Management Fundamentals, University/College Preparation (BOH4M)

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

Prerequisite: None

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: ENG3U - English, Grade 11, University Preparation

Simplified Chinese – Level 3, University Preparation (LKBDU)

This course offers students opportunities to further develop their knowledge of simplified Chinese and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical

study of literature, and continue to explore aspects of the culture of China where the language is spoken through a variety of print and technological resources.

Prerequisite: LKBCU, Grade 11 Simplified Chinese or Assessment Test

Mathematics of Data Management, 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: MCR3U - Functions, Grade 11, University Preparation

Advanced Functions, University Preparation (MHF4U)

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

Prerequisite: MCR3U - Functions, Grade 11, University Preparation

Calculus and Vectors, 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.

Prerequisite: MHF4U - Advanced Functions, Grade 12, University Preparation

Ontario Secondary School Literacy Course (OLC40)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts

and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Eligibility Requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course.

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: SBI3U - Biology, Grade 11, University Preparation

Chemistry, Grade 12, University Preparation (SCH4U)

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: SCH3U - Chemistry, Grade 11, University Preparation

Physics, Grade 12, University Preparation (SPH4U)

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

Prerequisite: SPH3U - Physics, Grade 11, University Preparation

Analyzing Current Economic Issues, Grade 12, University Preparation (CIA4U)

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

Prerequisite: ENG3U

Nutrition & Health, Grade 12, University Preparation (HFA4U)

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

Prerequisite: ENG3U

Visual Arts, Grade 12 University/College Preparation (AVI4M)

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

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

Computer Science, Grade 12 University Preparation (ICS4U)

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 analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

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

Upon Request

The Course Outlines

Please call the office or contact the receptionist for more information

416-498-7322

You can also view the course calendar on our website

www.queenscanada.com

Please note:

Access to all Secondary curriculum policy documents may be found on the ministry website:

www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html