

## **Student & Parent/Guardian Handbook**

### **Table of Contents**

List of Courses Offered	page 2
About The Academy of Royal International Education	page 3
How Our Courses Work	page 3
Course System Requirements	page 3
Acceptable Use of Technology Policy	page 4
School Code of Conduct	page 4
Academic Integrity	page 5
Course Prerequisites	page 5
Requirements for the Ontario Secondary School Diploma (OSSD)	page 6
Ontario Secondary School Literacy Requirement	page 7
The Ontario Secondary School Literacy Test (OSSLT)	page 7
The Ontario Secondary School Literacy Course (OSSLC)	page 8
Substitutions for Compulsory Courses	page 8
Requirements for the Ontario Secondary School Certificate (OSSC)	page 8
Requirements for the Ontario Certificate of Accomplishment	page 9
Definition of a Credit	page 9
Types of Courses	page 9
The Course Coding System	page 11
Community Involvement Requirements	page 11
The Prior Learning Assessment and Recognition (PLAR) Process	page 11
Out-of-Province and International Students	page 12
Home Schooled Students	page 12
Assessment and Evaluation	page 12
Final Examinations	page 15
Failed Examination Policy	page 16
Performance Standards and the Achievement Chart	page 16
Report Cards	page 17
Ontario Student Transcripts	page 17
Withdrawing from a Course	page 18
Upgrade Courses	page 18
Changing Courses	page 19
Changing Course Types	page 19
Ontario Student Records (OSRs)	page 19
Final Course Grade for Grades 9 – 12	page 19
Promotion Policy	page 19
Reporting Student Progress	page 19
Guidance Services	page 20
List of Courses/Descriptions Offered	page 20

## **COURSES OFFERED:**

### **ARTS**

Visual Arts, Grade 9, Open (AVI10)  
Visual Arts, Grade 10, Open (AVI20)  
Visual Arts, Grade 11 University/College Preparation (AVI3M)  
Visual Arts, Grade 12 University/College Preparation (AVI4M)

### **BUSINESS STUDIES**

International Business Fundamentals, Grade 12, University/College Preparation (BBB4M)  
Business Leadership: Management Fundamentals, Grade 12, University/College Preparation (BOH4M)

### **CANADA AND WORLD STUDIES**

Civics and Citizenship, Grade 10 Open (CHV20)

### **ENGLISH**

English, Grade 9, Academic (ENG1D)  
English, Grade 10, Academic (ENG2D)  
English, University Preparation, Grade 11 (ENG3U)  
English, University Preparation, Grade 12 (ENG4U)  
Media Studies, Open, Grade 11, (EMS3O)  
Ontario Secondary School Literacy Course, Grade 12 (OLC4O)

### **GUIDANCE AND CAREERS**

Career Studies, Grade 10, Open (GLC2O)

### **MATHEMATICS**

Functions, Grade 11, University Preparation (MCR3U)  
Advanced Functions, Grade 12, University Preparation (MHF4U)  
Calculus and Vectors, Grade 12, University Preparation MCV4U  
Mathematics of Data Management, Grade 12, University Preparation (MDM4U)

### **SCIENCE**

Biology, Grade 11, University Preparation (SBI3U)  
Biology, Grade 12, University Preparation (SBI4U)  
Chemistry, Grade 11, University Preparation (SCH3U)  
Chemistry, Grade 12, University Preparation (SCH4U)  
Physics, Grade 12, University Preparation (SPH3U)  
Physics, Grade 12, University Preparation (SPH4U)

### **SOCIAL SCIENCES**

Exploring Family Studies, Grade 9 or 10 Open (HIF10/20)  
Nutrition and Health, Grade 12, University Preparation (HFA4U)  
Gender Studies, Grade 11, University/College Preparation (HSG3M)  
World Cultures, Grade 12 University/College Preparation (HSC4M)  
Challenge and Change in Society, Gr. 12, University Preparation (HSB4U)  
Families in Canada, Grade 12, University Preparation (HHS4U)  
Human Development throughout the Lifespan, Grade 12, University/College Preparation (HHG4M)  
Challenge and Change in Society, Grade 12, University Preparation (HSB4U)

### **About The Academy of Royal International Education**

The Academy of Royal International Education is an Ontario-based private high school offering distance, online high school credits as well as in-class high school courses. All courses offered by our school follow the Ontario Ministry of Education curriculum and are authorized by the Ontario Ministry of Education in offering students the opportunity to earn credits towards their Ontario Secondary School Diploma - the Ontario high school diploma. With several courses available online, and more continually being added, The Academy of Royal International Education can complement a student's current course schedule. For students worldwide, who need more flexible scheduling options to achieve their learning goals, distance learning provides the opportunity to complete or upgrade credits from anywhere at any time. Online high school education is an alternative learning option that may be useful for many types of students who need special accommodations and flexibility. Students can combine online courses with their regular school timetable to meet their needs and maximize their potential. Our school strives to provide high quality effective education and preparation for admittance to post-secondary education.

### **How Our Online Courses Work**

The Academy of Royal International Education's distance courses are offered and accessed online through a computer using Internet access. Each full credit course is 110 hours and students may take up to 3 months to complete the course. Students may work at their own individual pace. If a student needs to extend the 3 month timeline for the course, additional fees will apply. The maximum allotted time for completion of a course is one year. All assignments, tests, discussion postings, projects, logs, final examinations must be completed prior to the one year anniversary of the start date of the course. Upon registration, students will receive access to a private website which contains the required course assignments, discussion boards and instructions regarding submitting assignments and communicating with teachers. Teachers will respond to students within 2 business days and evaluation assignments are returned to students within 5-7 business days. In addition, each teacher has live, online office hours once per week. Also, opportunities for students to have face-to-face time with a teacher may be provided in certain instances to better ensure student success. Students must achieve the Ministry of Education learning expectations of a course and complete 110 hours of planned learning activities in order to earn a course credit. Student "absences" are not recorded however students must also keep a learning log throughout their course which outlines the activities they have completed and their total learning hours. The learning log creates a formal record of student attendance and assignment submission in each course. Teachers may follow up with students if they have not checked in for more than 14 days.

### **Course System Requirements**

In addition to an up-to-date PC with a high speed connection, the following is recommended:

#### **Software Requirements:**

- Microsoft Operating System;
- Latest version of Internet Explorer or Firefox Internet Browser Requirements. We recommend that students who are using an Apple computer access courses using Firefox.

**Hardware Requirements:**

- Dual-core PC with a minimum of 2GB of RAM;
- 20GB of free disk space (or higher);
- Monitor, keyboard, mouse, sound card, speakers;
- Headset with microphone (required for some courses);
- High-speed internet connection (56KB or higher);
- Scanner or camera (useful for sending in work completed by hand).

**Acceptable Use of Technology Policy**

Students will practice safe, legal, and responsible use of information and technology. Our School prohibits any unlawful activities. Each occurrence will be investigated and may result in the dismissal of the student from the course.

*The following are considered unacceptable uses:*

- sharing access to usernames and passwords or accessing other students' usernames and passwords;
- participating in any activity which compromises computer security such as hacking;
- causing any disruption of the course website;
- committing any defamatory action which harms or insults the reputation of another person;
- sending any messages that cause people to fear for their safety or for the safety of others;
- spreading computer viruses with intent to harm;
- sending messages or statements that promote hatred or violence against any one person or any identifiable groups;
- sending abusive, sexist, racist or obscene material or messages;

**The Academy of Royal International Education Code of Conduct**

Our School is committed to providing a safe and healthy learning and working environment by promoting respect, civility, responsible citizenship, and academic excellence.

A positive school climate exists when all members of the school community feel safe, respected, comfortable, and accepted. Our Code of Conduct is developed in accordance with its policies and procedures, the Education Act, and the Provincial Code of Conduct. The standards of behaviour outlined in our Code of Conduct shall apply to all members of the school community, including students, parents and guardians, teachers and other school staff, Directors, volunteers, and visitors: Integrity and respect are the foundations of our learning environment. All members of our school community must communicate in an honest and respectful manner in order to promote and encourage the best learning and working environment for all. Personal and academic integrity are most important. The Academy of Royal International Education is committed to the protection and well-being of all students and staff. As part of this commitment, our school has a zero tolerance policy on harassment, intimidation, threatening behaviours (verbal or otherwise) and/or conduct injurious to the moral tone of the school. Profanity, harassment or aggressive behaviours are not acceptable and may result in student suspension or expulsion without the refund of tuition fees.

## **Academic Integrity**

Academic integrity is being truthful in school matters. Cheating and plagiarism are the main failings. Cheating is usually defined as the act of practicing deceit or breaking the rules. In the context of assessment of learning, cheating is defined as the deviation from the behaviour expected in an assessment of learning situation. Some examples are:

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

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

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

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

- loss of credibility (reputation);
- mark of 0 on the assessment in question;
- other staff members may be alerted.

## **Course Prerequisites**

In order for a student to experience success in a course, background knowledge and skills are required. Students are required to have the necessary course prerequisites before being eligible to complete the course. Students are responsible for ensuring they have obtained the necessary prerequisite for a course. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. Students, who do not have a course prerequisite, yet can provide reasonable evidence of prior equivalent study or work experiences may apply for a prerequisite exemption or obtain a letter of permission from their local school to obtain an exemption from a prerequisite. Students will be required to submit their school grades and all relevant work/school experience before their request is reviewed. Students who enroll in a course for which they do not have a prerequisite, and who have not

obtained an exemption from the prerequisite or Letter of Permission to waive the prerequisite, may be removed from their course at any time. No tuition refund shall be granted.

### **Requirements for the Ontario Secondary School Diploma (OSSD)**

Almost every job today requires some extent of computer, numeracy, and literacy skills. In order to improve one's well-being and quality of life, the completion of an OSSD for career or post-secondary purposes is highly valued. In addition, Ontario legislation states that a person must be enrolled in secondary school until the age of 18 or until having earned an OSSD.

#### **A student successfully earns an OSSD upon satisfactory completion of:**

- 18 compulsory credits;
- 12 optional credits;
- completion of the Ontario Secondary School Literacy component;
- completion of community service component.

#### **The 18 compulsory credits are:**

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

#### **Plus one credit from each of the following groups:**

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

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

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

\*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a *Grade 12* compulsory English course.

\*\*In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from *either* group 2 *or* group 3.

\*\*\*A maximum of 2 credits in cooperative education can count as compulsory credits.

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

courses.

### **Ontario Secondary School Literacy Requirement**

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to ensure students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life. To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10 in accordance with the policies outlined in section 6.1.3.1. of *Ontario Schools, Kindergarten to grade 12 (OS K-12)*. 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 by taking the Ontario Secondary School Literacy Course (OSSLC) or through the adjudication process. Mature students (a student who is 18 or older on or before December 31<sup>st</sup> of the school year in which he or she registers in an Ontario secondary School program) may enrol directly in the OSSLC without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

### **The Ontario Secondary School Literacy Test (OSSLT)**

The OSSLT is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation. The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring. Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the principal. Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it. Students who are English language learners may be entitled to special provisions.

### **Substitutions for Compulsory Courses**

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

### **The Ontario Secondary School Literacy Course (OSSLC)**

Policy requirements for taking the OSSLC are contained in the curriculum policy document *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12*. Students who pass the course are considered to have met the literacy graduation requirement. The reading and writing competencies required by the OSSLT form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT. If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enrol in the OSSLC. Principals have the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enrol directly in the OSSLC. The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy.

### ***Accommodations, special provisions, deferrals, exemptions***

Public school boards must provide accommodations that enable students with special education need to participate in the educational setting. Necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the OSSLT or the OSSLC. Special provisions are adjustments to the setting and/or timing for writing the test for English language learners. Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Public school boards may grant eligible students an exemption from the literacy graduation requirement; our school does not. Information about accommodations, special provisions, deferrals, and exemptions is available from the Education Quality and Accountability Office, *Ontario Secondary School Literacy Test (OSSLT): Guide for Accommodations, Special Provisions, Deferrals, and Exemptions* available on the EQAO website, at [www.eqao.com](http://www.eqao.com), under Educator Resources, or by writing to: Education Quality and Accountability Office, 2 Carlton Street, Suite 1200 Toronto, Ontario M5B 2M9.

### **Requirements for the Ontario Secondary School Certificate (OSSC)**

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma and who have earned a minimum of 14 credits, 7 of which satisfy the compulsory credit requirements.

*OSSC Compulsory Credits (total of 7) include:*

- 2 credits in English
- 1 credit in Canadian geography or history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

*OSSC Optional Credits (total of 7 ) include:*



-7 credits selected by the student from available courses

### **Requirements for the Ontario Certificate of Accomplishment**

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

### **Definition of a Credit**

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

### **Types of Courses**

Secondary school courses in the Ontario curriculum are organized by discipline, grade, and course type. There is a clear distinction between applied and academic courses in Grades 9 and 10, as well as among the various destination and open courses in Grades 11 and 12. Because the courses are different, students may earn credit for the successful completion of more than one course in the same subject at any given grade level.

- **Academic** courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- **Applied** courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- **Open** courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.
- **College preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific

apprenticeship or other training programs.

- **University preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **University/college preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- **Workplace preparation** courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

### **Grade 9 and 10 Courses**

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

- **Academic courses** develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- **Applied courses** focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- **Open courses**, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed for the specific requirements of university, college, or the workplace.

### **Grade 11 and 12 Courses**

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

- **University preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **University/college preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- **College preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
- **Workplace preparation** courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.
- **Open** courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are

not designed with the specific requirements of university, college, or the workplace in mind.

### **The Course Coding System**

Ontario credit courses are identified by a unique code.

The 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> characters in the code identify the subject discipline;

for example, ENG2D – *ENG* = English

The 4<sup>th</sup> character in the code identifies the grade level as a number;

For example, 1= Grade 9, 2=Grade 10, 3=Grade 11, 4=Grade 12 MAT3U means Grade 11.

The 5<sup>th</sup> character identifies the type of course as a letter: *D = Academic; C = College Preparation;*

*U = University Preparation; O = Open; P = Applied; M = University/College Preparation*

For example, SBI4C means college preparation level.

- In the case of English As A Second Language (ESL) courses, English Language Development (ELD) courses or classical/international language courses, the 4<sup>th</sup> character refers to the level of the course. The levels are indicated as letters, A,B,C,D,E and refer to a level of proficiency. For example, ESLAO is grade 9 ESL, ELDBO is grade 10 ELD.

### **Community Involvement Requirements**

Every student who begins secondary school during or after the 1999–2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD) - as stated in the policy document Ontario Secondary Schools, Grades 9-12 Program and Diploma Requirements, 1999 (OSS). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. The Principal must approve all proposed activities that students intend to participate in for the purpose of obtaining their 40 hours of community involvement. Students will plan and select their community involvement activities in consultation with a parent or guardian if they are under the age of 18. Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted to the Principal by the student. This documentation must include for each activity: the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved. This diploma requirement applies to students in Grades 9 to 12, however, students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter Grade 9. Students may obtain the necessary forms to document community hours from the office.

### **The Prior Learning Assessment and Recognition (PLAR) Process**

Prior Learning Assessment and Recognition (PLAR) may recognize and credit learning that has occurred outside Ontario schools. The student's knowledge is evaluated against the expectations outlined in provincial curriculum documents in order to determine whether a credit in the subject should be awarded to the student without the student enrolling in and

attending a course. PLAR has “equivalency” and “challenge”; Equivalency is the process of assessing credentials from other jurisdictions. International students may be deemed to require as few as 4 credits to qualify for an OSSD. Students previous school reports are assessed to determine equivalency credits, if applicable.

### **Out-of-Province and International Students**

Our school recognizes a wide range of educational credits from around the world. Students seeking to obtain their OSSD for entrance into a college or university program can have their existing high school credits evaluated and may receive Ontario equivalent credits. The Academy of Royal International Education helps students access quality education without leaving their home life, family, friends and local culture. Our students have the opportunity to share an online classroom and study with other students across the globe with an Ontario Certified Teacher. Where students who do not have Ontario credits are transferring from a non-inspected private school or a school outside Ontario to our School, the Principal will award equivalency credits and place the student in the appropriate course levels. The Principal also outlines the number of compulsory and optional credits required for the OSSD. Students will have to successfully complete the Ontario Secondary School Literacy Test. The Principal will determine the total number of hours of community involvement activities that the student will have to complete.

### **Home Schooled Students**

Home schooling (also called home education or home learning) is the education of children at home, typically by parents or professional tutors, rather than in a public or private institution, Home schooled students may take credit courses at our School. As per Policy/Program Memorandum No. 131, home schooled students seeking to obtain an Ontario Secondary School Diploma (OSSD) may apply for a maximum of 16 grade 9 and 10 credit equivalencies with the compulsory credits not exceeding 14 credits. The student will need to supply our School with complete documentation of the learning that has been completed through their home school program. The nature and number of the equivalencies will be determined by our Principal after reviewing the student information. Additionally required credits must be completed as well, the Ontario Literacy requirement and Community requirement must be satisfied. Mature students who have been home schooled can apply for equivalency credits under the Ministry of Education (2003) Policy/Program Memorandum No. 132.

### **Assessment and Evaluation**

The Ontario Ministry of Education determines the nature of assessment and evaluation of student learning for Ontario credit courses. Our School’s assessment and evaluation policy conforms to the following outlined by the Ontario Ministry of Education:

#### **The Seven Fundamental Principles of Assessment and Evaluation**

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;

- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

From *Growing Success*: <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

### **Assessment**

All assessment and evaluation is based upon the Ministry of Education documents *Growing Success* 2010 and *Ontario Schools K-12* 2011. Assessment is based on a combination of class work, regular class tests and examinations. Examinations are written at the end of each semester. The final evaluation for all courses comprises 30% of the total grade. The remaining 70% is for summative assessment and evaluations conducted throughout the course.

Assessment and evaluation is based on the provincial expectations and achievement levels outlined in provincial curriculum documents. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades. Assessment and evaluation includes the following four categories:

- knowledge and understanding
- thinking
- communication
- application

Teachers assess and evaluate student work with reference to established criteria for four levels of achievement that are standard across the province, rather than by comparison with work done by other students, or through the ranking of student performance, or with reference to performance standards developed by individual teachers for their own classrooms. There is no expectation that a certain number or percentage of students must be allocated to any one level of achievement.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflect how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”.

Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the overall curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

As part of assessment for learning, teachers provide students with descriptive feedback that guides their efforts towards improvement. Descriptive feedback helps students learn by providing them with specific information about what they are doing well, what needs improvement, and what specific steps they can take to improve. Multiple opportunities for feedback and follow-up are provided during a student's course to allow for improvement in learning prior to assessment of learning and evaluation.

### **Evaluation**

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade. Although all curriculum expectations in a course are accounted for in instruction, student evaluations focus solely on a student's achievement of the overall curriculum expectations in his or her course. Evidence of student achievement for evaluation is collected over the duration of a course and is based on observations, conversations, and student products. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout each course, typically at the end of a module of study.

Student marks in eSchool courses are not averaged; instead, a student's final mark is based on his or her most consistent effort with special emphasis on his or her most recent work.

In determining a student's final grade, teachers will consider:

- All evidence collected through observations, conversations, and student products (tests, exams and assignments for evaluation)
- The number of tests/exams or assignments that were not completed or submitted
- The evidence of achievement that is available for each overall expectation for a subject in a particular grade or course
- The teacher will consider that some evidence carries greater weight than other evidence; some performance tasks are richer and reveal more about a student's skills and knowledge than others

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course will be determined as follows:

- Seventy percent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of a supervised final examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

## **Final Examinations**

Final examinations are normally conducted via the Internet, and under the supervision of an authorized exam proctor. Students must complete and submit all course requirements (such as tests, assignments, discussion forums, learning logs, independent study units, etc) to their teacher prior to booking their final exam. Once a student has completed all course requirements, his or her teacher will contact the Principal and provide approval for the student to write his or her final examination. The final examination must be written within 20 days of completion of course requirements. Students must be supervised during the time they write their final examination. An exam supervisor is the person who will confirm students' identity and supervise them while they write their final exam. All students are responsible for booking their own exam and selecting a location to write their exam from the list of Approved Examination Centres available from the Office.

Students must submit an application for examination supervision at least 5 business days prior to their desired examination date. International students should allow 5-8 business days for application processing. Please note that if a student does not write his or her exam on the scheduled date, an administration fee will apply to reschedule the examination. Final marks are released approximately 10 business days after the final examination is received from the exam supervisor.

## **Alternate Exam Supervision Criteria**

Students who cannot write an examination at an eSchool pre- approved exam centre due to geographic limitations or special learning needs must select an alternate supervisor who meets the provided criteria. The selected supervisor must be approved by our Principal before a student's examination date can be finalized. Examinations must take place in a community environment; they may not be held at a private residence. Supervisors require a professional work email address (Gmail, Yahoo and Hotmail email addresses are not acceptable), and may be required to present our Principal a copy of their identification and diploma or certificate of qualification or practicing license in order to validate an examination application.

### **Acceptable Examination Supervisors for Ontario Students:**

- An Ontario certified teacher (OCT), guidance counsellor or librarian with a professional email address
- A government social worker, registered family physician, registered psychologist or professional registered counsellor

### **Acceptable Examination Supervisors for International and Out of Province Students Only:**

- Canadian Embassy or Consulate official
- A valid Canadian teaching certificate or a certification in their country recognized by the International Credential Assessment Service of Canada

### **Unacceptable Examination supervisors include:**

- Any relative (adoption included)
- Any relative through marriage
- Any acceptable supervisor who does not have a professional email address

### **Failed Examination Policy**

Students who receive a mark of less than 50% on their supervised final examination will be subject to an assessment and evaluation review. In cases where a significant discrepancy is established between a student's ongoing assessment and evaluation marks, and his or her supervised final examination mark, the principal will conduct a course credit review to ensure the student has achieved the curriculum expectations of a course. If it is determined that a student has not achieved the curriculum expectations of a course, the principal and teaching staff, in consultation with the parents and student, will determine what procedure or type of program would best enable the student to meet the expectations and earn credit for the course.

### **Performance Standards - The Achievement Chart**

The achievement chart for each course is included in the curriculum policy document for each discipline of study or subject area. The chart provides a reference point for all assessment practice and a framework by which to assess and evaluate student achievement. Each chart is organized into four broad categories of knowledge and skills:

*Knowledge/Understanding, Thinking, Communication, and Application.*

The achievement chart also describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information, enable teachers to make consistent judgments about the quality of student work and to provide clear and specific feedback to students and parents/guardians. The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement.

The following provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

- Level 4 (80-100%) Identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.
- Level 3 (70-79%) Represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.
- Level 2 (60-69%) Achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
- Level 1 (50-59%) Achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.



- Below 50% - -nsufficient achievement of curriculum expectations. A credit will not be granted.

Students who are achieving at level 3 are well prepared for work in the next grade or the next course. A credit is not granted to students who achieve 49% or less at the end of the course.

### **Reporting Student Achievement – Report Cards**

Student achievement will be communicated formally to students and parents/guardians in the form of a Report Card. The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills. The report card contains separate sections for reporting on achievement of the curriculum expectations and for reporting on demonstrated skills required for effective learning. The report card provides a record of the student’s achievement of the curriculum expectations in every course, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. The report card also includes teachers’ descriptive comments on the student’s strengths, areas in which improvement is needed, and ways in which improvement might be achieved.

The report card also provides a record of the learning skills demonstrated by a student in each course within the following six categories:

- Responsibility;
- Organization;
- Independent work;
- Collaboration;
- Initiative;
- Self-regulation.

The learning skills are evaluated using a four-point scale:

- E – Excellent
- S – Satisfactory
- G – Good
- N - Needs Improvement

The separate evaluation and reporting of the learning skills in these six areas reflects their critical role in students’ achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, are not considered in the determination of percentage grades.

Midterm / Interim report cards are issued when students have completed the first 50% of their course. The Final report card will be issued within 10 business days of the teacher receiving a student’s final examination.

### **The Ontario Student Transcript**

The Ontario Student Transcript (OST) is a standardized document showing the Ontario secondary school credit courses successfully completed by a student. Each student’s OST will include:

- All Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- All Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned;
- All equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OSS or through the equivalency process under OSIS;
- All Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- All Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- Identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the Ministry as diploma requirements;
- Confirmation that the student has completed the forty hours of community involvement;
- Confirmation that the student has successfully completed the provincial secondary school literacy requirement;
- As of September 1, 1999, the OST will also include a record of the achievement of exceptional students who have alternative learning expectations in an individualized, non-credit program.

The OST is an official component of the OSR and is stored in a student's OSR folder. Students attending our on a supplementary basis while also attending a part-time or full time program at a non-online school will have their OST updated by their home school.

### **Student Withdrawal From a Course**

Students in Grades 9 and 10 who wish to withdraw from a course will not have a record of the withdrawal on their transcript. However students in Grades 11 or 12 who wish to withdraw from a course must do so within 5 days following the issuance of the mid-term report card if they wish no mention of the course on their transcript. A Grade 11-12 course dropped after this time will have any marks earned recorded on the OST as per the Ministry's full disclosure policy. If a student withdraws from a course after five instructional days following the issuance of the interim report card, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. Where there are extraordinary circumstances relating to a student's withdrawal from a Grade 11 or 12 course, a student's poor performance in a successfully completed course, or a student's failure to complete a course successfully, the special indicator "S" may be entered in the "Note" column on the OST.

### **Upgrade Courses**

Students who would like to make-up a failed credit or improve their mark in a course can take an Upgrade Course. An Upgrade Course is comprised of 110 hours of planned learning activities covering the overall curriculum expectations of a course. Upon completion of the course, the student will be issued a final mark reflecting his or her level of achievement of the curriculum expectations. Students in Grades 9 and 10 will have the course attempt resulting in the highest final mark recorded on their Ontario Student Transcript. Students attempting Grades 11 and 12

courses will have both course attempts and the corresponding final marks recorded on their Ontario Student Transcript.

### **Changing Courses**

Students who wish to change courses after the course has begun may only do so with permission from the subject teacher and principal. The student and/or parent/guardian must request the change before the completion of one course unit has been completed.

### **Changing Course Types**

A student may enroll in a different type of course in a given subject in Grade 10 than the type completed in Grade 9, although doing so may require additional preparation, as recommended by the Principal. Mathematics is exceptional. The sole prerequisite for Grade 10 academic mathematics is Grade 9 academic mathematics, or the designated transfer course. In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken the proper prerequisite. If the Principal believes that a student can be successful in a particular course without having the prerequisite, the Principal may waive the prerequisite.

### **Access to the Ontario Student Record**

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario that schools are required to establish and maintain. Each student and the parents/guardians of a student who is not an adult (that is, a student who is under the age of eighteen) have access to all of the information contained in the OSR. Access may be arranged with the Principal at a mutually convenient time.

### **Final Course Grade for Grades 9 - 12**

A final grade is determined as follows:

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

### **Promotion Policy**

Students will be granted credits for courses in which the final mark is 50% or higher. Most courses have a credit value of one.

### **Reporting Student Progress**

Teachers alert parents if there is a concern about a student's performance or behavior. Mid-term and final reports are issued each semester. If parents have concerns, they are encouraged to contact the school or teacher. Copies of the reports are retained in the Ontario Student Record (OSR) folder. If the student is a part-time student, a copy is sent to the home school. The Report Card shows a student's achievement at specific points in the school year or semester. The first report reflects student achievement of the overall curriculum expectations

during the first reporting period, as well as development of the learning skills and work habits. The final report reflects achievement of the overall expectations and development of the learning skills and work habits up to the end of the course. On the report cards for the final reporting period, the achievement recorded on the previous report is also shown, in order to provide parents with an overview of the student's achievement in each course.

### **Guidance Services**

Students are consulted about their educational plans and career alternatives and are encouraged to utilize our Guidance services. The Principal provides guidance regarding secondary course selection and post-secondary education options. As well, the school can facilitate students in accessing community resources that supplement and promote learning. Please contact the Principal for more information.

### **List of Courses offered in Grades 9-12**

The following courses are available at The Academy of Royal International Education. If you are interested in taking a course that is not on our list, please ask about it. Ontario policy curriculum documents in each subject area are available through the Ministry of Education website at [www.edu.gov.on.ca/](http://www.edu.gov.on.ca/)

#### **SUBJECT AREAS:**

- **Arts**
- **Business Studies**
- **Canadian & World Studies**
- **English**
- **Guidance and Careers**
- **Mathematics**
- **Science**
- **Social Sciences**

- **ARTS**

#### **Visual Arts, Grade 9, Open (AVI10)**

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 (AVI20)**

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 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

### **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

- **BUSINESS STUDIES**

### **International Business Fundamentals, Grade 12, University/College Preparation (BBB4M)**

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

**Prerequisite:** None

### **Business Leadership: Management Fundamentals, Grade 12, University/College Preparation (BOH4M)**

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

**Prerequisite:** None

- **CANADA AND WORLD STUDIES**

**Civics and Citizenship, Grade 10 Open (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

- **ENGLISH**

**English, Grade 9, Academic (ENG1D)**

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

**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, Academic or Applied

**English, University Preparation, Grade 11 (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

**English, University Preparation, Grade 12 (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

**Media Studies, Open, Grade 11, (EMS30)**

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

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

**Ontario Secondary School Literacy Course, Grade 12 (OLC40)**

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

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

- **GUIDANCE AND CAREERS**

**Career Studies, Grade 10, Open (GLC20)**

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

**Prerequisite:** None

- **MATHEMATICS**

**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

**Advanced Functions, Gr. 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 Note:** (MCR3U or MCT4C) Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation.

**Grade 12 Calculus and Vectors, University Preparation MCV4U**

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

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

**Mathematics of Data Management, Gr. 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 Note:** (MCF3M or MCR3U) Functions and Relations, Grade 11, College/University Preparation, or Functions, Grade 11, University Preparation

- **SCIENCE**

**Biology, Gr. 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:** Science, Grade 10, Academic (SNC2D)

**Biology, Gr. 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 (SBI3U)

**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 (SNC2D)

**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:** Chemistry, Grade 11, University Preparation (SCH3U)

**Physics, Grade 12, 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 (SNC2D)

### **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:** Physics, Grade 11, University Preparation (SPH3U)

- **SOCIAL SCIENCES**

### **Exploring Family Studies, Grade 9 or 10 Open (HIF10/20)**

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

**Prerequisite:** None

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

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

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts.

Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

**Prerequisite:** None

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

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

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

### **Challenge and Change in Society, Gr. 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

### **Families in Canada, Grade 12, University Preparation (HHS4U)**

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

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

### **Human Development throughout the Lifespan, Grade 12, University/College Preparation (HHG4M)**

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors

that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

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

The Academy of Royal International Education  
7130 Warden Avenue, Suite 306  
North York, Ontario L3R 4N3  
TEL: 647-797-2613