



BRAEMAR
COLLEGE

COURSE CALENDAR
2016-2017

Director

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B.A., M.A., LL.B

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Introduction

Braemar College is a private secondary school located in the heart of the City of Toronto, in the St. George Campus area. Our programs of study are designed to help students realize their full academic, personal and social potential and to support them in their efforts to gain admission to universities and colleges right across North America.

Our College places great importance on the family atmosphere we have been fortunate enough to create. In our experience, it is only within such a context that students gain the necessary confidence to expand their horizons, meet new people, and strive for new goals as they learn and grow. It is into such an environment that we invite new students.

One of the advantages of studying at Braemar is the bond that exists between students, teaching staff and the College administration. Class sizes are kept small, permitting teachers to attend to the individual needs of students. Also, our Guidance Department, Principal, Vice Principal and Director are always willing to assist students with both academic and non-academic issues that concern them.

We are proud that our students have been admitted to colleges and universities across North America and abroad. A sample of these institutions includes: Carleton University, Guelph University, York University, University of Toronto, McGill University, McMaster University, Waterloo University, Ryerson University, Queen's University, University of Western Ontario, St. Lawrence College, Seneca College, Sheridan College, George Brown College & many foreign overseas schools.

These colleges and universities are the most frequently applied to by our graduates. However, in the past year or so a trend towards applying to post-secondary institutions in the United States of America as well as in Europe and Asia has become evident. As a result, our Guidance Department has equipped itself to assist students with these applications. For more information, see the sections below on student services and our guidance program.

College History

Braemar College was founded in 1995 to assist students from all corners of the world to acquire, improve and perfect their capacity to function within an English-speaking environment. For those students who come to Canada specifically to attend the college, and for local students, the college offers an international context in meeting, befriending, and becoming acquainted with other cultures, histories and languages, is the norm. The college has grown steadily since its inception, and continues to grow in many respects, still.

Staff Members

At Braemar we aim to employ skilled and enthusiastic teachers in our classrooms. To achieve this goal, we have gathered together a highly qualified staff who are dedicated to their profession and who possess excellent credentials. The Director of the College, Mr.

Blair McDonald, holds degrees in economics, philosophy and law. He is a graduate of Balliol College, University of Oxford.

Philosophy of Education

Our philosophy of education is founded on the principles of autonomy, responsibility, and academic excellence. These are ideals with timeless appeal. Some of the features that have grown out of our philosophy of education are reflected in the following areas:

- Small, orderly classes;
- Teachers who are responsive to student needs;
- An emphasis on practical skills that assist in learning;
- Applying knowledge using the latest technologies; and,
- An environment conducive to developing autonomy.

Campus Facilities

In March 2004, the college moved to 229 College Street, in the heart of the Annex area, which is located near the centre of the City. Braemar College is a five-minute walk from the subway. Our campus has a lunchroom, student lounge; spacious classrooms and a computer science laboratory linked to the internet with fibre-optic cable.

Course Codes Key:

Example: **ENG1D1**

The first three letters indicate the subject area. For example, in the case above, *ENG* means “English.” The first number after the subject area letters indicates grade level, or level of proficiency of language courses--such as English as a Second Language (E.S.L.)

Grade 9 = 1

Grade 10 = 2

Grade 11 = 3

Grade 12 = 4

Level 1 = A

Level 2 = B

Level 3 = C

Level 4 = D

Level 5 = E

In the example above, *1* means Grade Nine. Hence, we can understand that this is a Grade Nine English course. The next single letter, *D* in the example, refers to the course type. In the above example, it means this Grade Nine English course is in the *Academic* stream. Below is a list of Ontario Ministry of Education course types, and the letter that corresponds to each.

D = Academic

P = Applied

O = Open

Finally, the last number, *1*, is a reference to how many sections of this course are running at the same time. For convenience of data entry, we list *1* at the end of every course code, although the college usually offers one section of a course per term, with a certain exceptions.

The following pages list all courses offered, including a short description of each course’s contents and prerequisites. The Guidance Counselors at Braemar College will assist each student to plan which courses they must take to achieve their educational goals, in accordance with the Ontario Ministry of Education’s curriculum and regulations for both graduation, and where applicable, entrance to a post-secondary college or university here or abroad.

Following the list of courses there are several appendices which further explain the policies of our school and of the Ontario Ministry of Education. Further information may be obtained from our Guidance Office upon request.

Courses

The courses set out below are grouped by subject matter and are offered at the academic or open level. Certain courses are designed to prepare students for university and college, and require prerequisites that must be completed prior to gaining entry to another course. Prerequisites are set forth in italicized form at the foot of the course description, (unless indicated otherwise, all listed courses are at the academic level). *Please refer to Appendix B for Types of Courses.*

The Arts

'The Arts' includes: Dance, Dramatic Arts, Media Arts, Music and Visual Arts. All courses set out below, fall under one of these categories.

ALC101

Comprehensive Arts: This course integrates three or more of the arts (dance, dramatic arts, music and visual arts) and examines the similarities and differences among these subjects. Students will learn specialized arts vocabulary while investigating traditional concepts, stylistic elements, and principles unique to the various arts, as well as applications of new technologies. *Open*

ATC201

Dance: This course requires students to develop their dance skills and learn the theoretical basis for working with anatomical structure in executing dance movements. Students learning will include the processes that form the basis for creating dance; the historical development of dance; students' own aesthetic appreciation of dance as they participate in dance class, rehearsals, and performances; and the specialized vocabulary of dance criticism. *Open*

ATC3M1

Dance: This course emphasizes the development of technical, composition, and presentation skills in one or more world dance forms. Students will acquire and refine dance skills; compose and present increasingly complex dance works; interpret and evaluate a variety of dance presentations; and study the historical development of various dance forms and the function of dance in specific cultures. *Prerequisite: ATC101, ATC201 or Open*

ATC4M1

Dance: This course emphasizes the development of technical proficiency and the creation and presentation of complex compositions. Students will acquire increasingly difficult technical skills; assume leadership as dances, choreographers, and production personnel; analyze and evaluate dance performances; and study historical and cultural aspects of dance, especially of dance in Canada. *Prerequisite: ATC3M1 or Open*

ADA101

Dramatic Arts: This course emphasizes the active exploration of dramatic forms and techniques, using material from a range of authors, genres, and cultures. Students will construct, discuss, perform, and analyze drama, and then reflect on the experience to develop an understanding of themselves, the art form, and the world around them. *Open*

ADA201

Dramatic Arts: This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will

include identifying and using the principles of space, time, voice and movement in creating, sustaining, and communicating authentic roles within a drama.

ADA3M1

Drama: This course requires students to create and to perform dramatic presentations. Students will analyse, interpret, and perform works of drama from various cultures, including Western plays from around 1900. Students will also do research on different acting styles and conventions for their presentations, create original works, and analyse the functions of playwright, director, actor, producer, designer, technician, and audience.

Prerequisite: ADA1O1, ADA2O1 or Open

ADA4M1

Dramatic Arts: This course requires students to experiment with forms and conventions in dramatic literature, and to create/adapt and present dramatic works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods, and apply their knowledge of these in analysing and interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures.

Prerequisite: ADA3M1 or Open

ASM2O1

Media Arts: This course will develop students' artistic knowledge and skills by introducing them to current media arts technologies and processes. Student learning will include the analysis, appreciation, and production of media art, using a variety of traditional techniques (e.g. photography, film, photocopy art, video, analog sound recording) and emergent

technologies (e.g. computer, digital camera, scanner, multimedia, animation).
Open

ASM3O1

Media Arts: This course emphasizes the development of the knowledge and skills required for the production of media art works (e.g. robo-sculpture, photocopy art, computer animation with synthesized sound). Students will develop an appreciation of the history of media arts through analysing specific works, and will create media art works using a variety of technologies (e.g. digital camera, photo-imaging software, computer-modeling software, synthesizer, videotape, multi-track sound recording). *Prerequisite: Any Grade 9 or 10 course in the arts. Open*

ASM4O1

Media Arts: This course emphasizes the development of the knowledge and skills required for the production of interactive media art forms (e.g. interactive art installations, interactive videos, simulations, network art). Students will analyze and evaluate media art works, and will create their own works using a variety of technologies and processes (e.g. computer graphics, photo-imaging, digital video production techniques, electro-acoustics). Students will maintain a portfolio of their media art works. *Prerequisite: Any Grade 11 course in the arts. Open*

AMU2O1

Music: This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music,

include the elements, terminology, and history. *Open*

AMU3M1

Music: This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyse and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities. *Prerequisite: AMU1O1, AMU2O1 or Open*

AMU4M1

Music: This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. *AMU3M1 or Open*

AVI1O1

Visual Arts: This course offers 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 through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures. *Open*

AVI2O1

Visual Arts: This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content.

Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting). *Open*

AVI3M1

Visual Arts: This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyse art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world. *Prerequisite: AVI1O1, AVI2O1 or open*

AVI4M1

Visual Arts: This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian art, and art from various parts of the world. Students will produce a body of work demonstrating a personal approach. *Prerequisite: AVI3M1 or Open*

Business Studies

The main aim of our Business Studies Courses is to enable students to grasp the basic principles and procedures that are employed by business in both North America and other regions of the world. To this end we offer a broad selection of business courses.

BB1101

Introduction to Business: 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. *Open*

BBT201

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

BAF3M1

Financial Accounting Fundamentals: 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

BAT4M1

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

Prerequisite: BAF3M1

BBB4M1

International Business Fundamentals: 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.

BOH4M1

Business Leadership: Management Fundamentals: 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.*

Canadian & World Studies

The Canadian and world studies program encompasses five subjects: economics, geography, history, law, and politics. In studying these subjects, students learn how people interact with and within their social and physical environments today, and how they did so in the past.

CHV201

Civics: This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them. *Open.*

CIE3M1

The Individual & the Economy: This course examines the changing Canadian economy and helps students develop an understanding of their own role as economic agents. Students will apply economic models and concepts to assess the roles of the various stakeholders in the Canadian economy and analyse the interactions among them. Students will consider the economic behaviour of the

individual as consumer, contributor, and citizen in a mixed economy and will apply economic inquiry, critical-thinking, and communication skills to make and defend informed economic decisions. *Prerequisite: CHC2D1 or CHC2P1.*

CIA4U1

Analysing Current Economic Issues: This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgments, and present their findings.

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

CGC1D1

Geography of Canada: This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

CGF3M1

Physical Geography: Patterns, Processes, and Interactions: This course examines the major patterns of

physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings.

Prerequisite: CGC1D1 or CGC1P1

CGW4U1

Canadian and World Issues: A Geographic Analysis: This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

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

CHC2D1

Canadian History Since World War I: This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and

communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

CHH3C1

Canadian History and Politics Since 1945: This course examines the local, national, and global forces that have shaped Canada since 1945 and highlights the political, social, and economic issues facing the country today. Students will expand their political understanding through an investigation of Canada's efforts in areas such as social justice and human rights, multiculturalism, and international relations. Students will develop their skills in historical research, analysis, and communication to deepen their historical and political awareness and present their own points of view.

Prerequisite: CHC2D1 or CHC2P1

CHY4U1

World History: The West and the World: This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. The skills and knowledge developed in this course will enable students to understand and appreciate both the character of historical change and the historical roots of contemporary issues and present their conclusions.

Prerequisite: Any Univ./College prep. course in Canadian and world studies, English, or social sciences and humanities.

International Languages

The international languages program has two main aims: first, to ensure students who come from other countries are able to maintain their facility in their first language, and second, to enable students of whatever background to acquire facility in another language than English.

These courses are offered at four levels, ranging from beginner to advanced. The language taught each year depends on demand, from Mandarin to Spanish. (Please see the Guidance Office for more details on what courses in this field will be offered any given term).

LBAAD – LYXAD

International Languages, Academic, Level 1: This course is designed to enable students to begin to communicate with native speakers of the language of study. Students will use simple language and read age- and language appropriate passages for various purposes. They will explore aspects of the culture of countries where the language under study is spoken, including social customs and the arts, by participating in cultural events and activities involving both print and technological resources.

LBABD – LYXBD

International Languages, Academic, Level 2: This course provides students with the language learning experiences that will enable them to communicate in the language of study. Students will continue to develop and apply their speaking skills in a variety of contexts, and will participate in activities that will improve their reading comprehension and writing skills. They will also continue to explore aspects of the culture of countries where the language under study is spoken by taking part in community-sponsored

events and activities involving both print and technological resources. Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple.

LBACU – LYXCU

International Languages, Level 3,

University Preparation: This course offers students opportunities to further develop their knowledge of the international language 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 countries where the language is spoken through a variety of print and technological resources.

Prerequisite: LBABD – LYXBD

LBADU – LYXDU

International Languages, Level 4,

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

Prerequisite: LBACU – LYXCU

English

All our English courses have been specifically designed for students whose first language is not English. Here, our emphasis on small classes is most keenly evident. These courses are for students who have already progressed through the E.S.L./E.L.D. streams and are now comfortable in an English language environment.

ENG1D1

English: 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

ENG2D1

English: 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: ENG1D1 or ENG1P

ENG3U1

English: 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: ENG2D1

ENG4U1

English: 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: ENG3U1

ELS201

Literacy Skills: Reading and Writing (Open):

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

Prerequisite: ENG1D1, ENG1P1 or a Grade 9 English LDCC (locally developed compulsory credit) course.

EPS301

Presentation and Speaking Skills (Open):

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

Prerequisite: ENG2D1 or ENG2P

ETS4U1

Studies in Literature: This course is for students with a special interest in literature and literary criticism. This course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary

texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project. *Prerequisite: ENG3U1*

EWC4U1

The Writer's Craft: This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: ENG3U1

OLC40

Ontario Secondary School Literacy Course (OSSLC), Grade 12, Open:

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts 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 literacy portfolio containing a record of their reading experiences and samples of their writing. *Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible*

to take the course under special circumstances, at the discretion of the principal.)

English as a Second Language & English Literacy Development

E.S.L./E.L.D. courses are designed to meet the needs of international students. All students are urged to take E.S.L./E.L.D. courses, unless their English proficiency is at a superior level at the time of enrollment.

ESLAO1

English as a Second Language, ESL Level 1: 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. *Open.*

ESLBO1

English as a Second Language, ESL Level 2: 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. *Open.*

ESLCO1

English as a Second Language, ESL Level 3: 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. *Open.*

ESLDO1

English as a Second Language, ESL Level 4: 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. *Open.*

ESLEO1

English as a Second Language, ESL Level 5: 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. *Open.*

ELDAO1

English Literacy Development ELD Level 1: This course is intended for English language learners who have had limited access to schooling and thus have significant gaps in their first-language literacy skills. Students will use basic listening and speaking skills to communicate in English for everyday purposes; develop readiness skills for reading and writing; begin to read highly structured texts for everyday and school-related purposes; and use basic English language structures and sentence patterns in speaking and writing. The course will also help students become familiar with school routines and begin to adapt to their new lives in Canada. *Open.*

ELDBO1

English Literacy Development ELD Level 2: This course is intended for English language learners who have had limited access to schooling and thus have gaps in their first-language literacy skills. Students will use their developing listening and speaking skills to communicate in English for a variety of purposes; develop reading strategies to understand a variety of simple texts; produce simple forms of writing; apply increasing knowledge of English grammatical structures in speaking and writing; expand their vocabulary; and develop fundamental study skills. The course will also provide

opportunities for students to become familiar with and use school and community resources and to build their knowledge of Canada and diversity. *Open*

ELDCO1

English Literacy Development ELD Level 3: This course builds on students' growing literacy and language skills and extends their ability to communicate in English about familiar and school-related topics. Students will make brief oral presentations; improve their literacy skills through a variety of contextualized and supported reading and writing tasks; distinguish between fact and opinion in short written and oral texts; complete short guided-research projects; and engage in a variety of cooperative learning activities. The course will also enable students to strengthen and extend their study skills and personal-management strategies and to broaden their understanding of Canadian diversity and citizenship. *Open*

ELDDO1

English Literacy Development ELD Level 4: This course extends students' literacy skills and ability to apply learning strategies effectively, and teaches them how to use community resources to enhance lifelong learning. Students will communicate with increased accuracy and fluency for a variety of academic and everyday purposes; perform a variety of guided reading, writing, and viewing tasks; and use media and community resources to complete guided-research projects. This course further develops the critical thinking skills students will need to participate in Canadian society as informed citizens. *Open*

Guidance & Career Education

GLC201

Career Studies: 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

GPP301

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

Prerequisite: None

Health & Physical Education

PPL101

Healthy Active Living Education: This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal

fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

PPL201

Healthy Active Living Education: This course emphasizes regular participation in a variety of enjoyable physical activities that promote life-long healthy active living. Student learning will include the application of movement principles to refine skill; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

PPL301

Healthy Active Living Education: This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

PSE4U1

Exercise Science: This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity

on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration. *Prerequisite: Any Grade 11 Univ./College prep. course in science or any Grade 11 or 12 open course in health and physical education.*

Mathematics

MPM1D1

Principles of Mathematics: This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MPM2D1

Principles of Mathematics: This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right

and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM1D1

MCR3U1

Functions: 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: MPM2D1

MCF3M1

Functions and Applications: This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM2D1 or MFM2P1

MHF4U1

Advanced Functions: 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. *Note: The new Advanced Functions course (MHF4U1) must be taken prior to or concurrently with Calculus and Vectors (MCV4U1).*

Prerequisite: MCR3U1 or MCT4C1

MCV4U1

Calculus and Vectors: 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 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. *Note: The new Advanced Functions course (MHF4U1) must be taken prior to or concurrently with Calculus and Vectors (MCV4U1).*

Prerequisite: MCR3U1

MDM4U1

Mathematics of Data Management:

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; apply counting techniques, probability, and statistics in modeling and solving problems; and carry out a culminating project that integrates the expectations of the course and encourages perseverance and independence. Students planning to pursue university programs in business, the social sciences, or the humanities will find this course of particular interest.

Prerequisite: MCR3U1 or MCF3M1

Science

The science courses set forth below fall into several categories. The introductory level courses seek to introduce students to science with an integrated approach. At the intermediate level, the disciplines of biology, chemistry and physics are studied separately. Finally, the 4U1 level courses in science are aimed primarily at preparing students for further study at the college or university level.

SNC1D1

Science: This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe

and its properties and components; and the principles of electricity.

Prerequisite: None

SNC2D1

Science: 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: SNC1D1 or SNC1P1

SBI3U1

Biology: This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulations, the diversity of living things, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: SNC2D1

SBI4U1

Biology: This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics.

Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: SBI3C1

SCH3U1

Chemistry: This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviour of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affects our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science.

Prerequisite: SNC2D1

SCH4U1

Chemistry: This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

Prerequisite: SCH3U1

SPH3U1

Physics: This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal,

and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyse the interrelationship between physics and technology, and consider the impact of technological applications of physics on society and the environment.
Prerequisite: SNC2D1

SPH4U1

Physics: This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the inter-face between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics.
Prerequisite: SPH3U1

Social Sciences & Humanities

HHG4M1

Issues in Human Growth & Development: This course offers a multidisciplinary approach to the study of human development throughout the life cycle, with particular emphasis on enhancing growth and development. Students will examine how early brain and child development are linked to lifelong learning, health, and well-being, and will develop child-care and human-relationship skills through practical experience in a community setting. This

course also refines students' skills used in researching and investigating issues related to human growth and development.
Prerequisite: Any Univ./College prep, or college prep course in social sciences and humanities, English, or Canadian & world studies.

HHS4U1

Individuals and Families in a Diverse Society: This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

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

HRT3M1

World Religions: Beliefs, Issues, & Religious Traditions: This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

Prerequisite: None

develop an awareness of computer-related careers. *Open*

Technological Education

The Computer Studies Program offers students the opportunity to become experts in the fields of word processing, research via CD-ROM applications and on-line data banks. Students will also learn how to use spread-sheets and perform basic accounting functions via the use of specially designed software. All our computer facilities use IBM-compatible machines with WINDOWS operating systems. Students interested in acquiring an e-mail account and/or having the ability to browse the World Wide Web may do so upon request.

TTH101

Integrated Technologies: This course enables students to understand the technological and computer concepts they will need in order to design, develop, and build usable products or to deliver services, as well as to pursue further technological studies. Students will use the design process and a variety of tools and software to solve problems, complete projects, and improve their communication skills. *Open*

TIK201

Computers and Information Science: This course introduces students to computer science concepts; software design; the fundamental programming constructs sequence, selection, and repetition; the functions of internal and external computer components; the relationship among networks, operating systems, and application software and their uses; and how programming languages evolve. Students will also

TGJ3M1

Communications Technology: This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will develop knowledge and skills relating to the assembly, operation, maintenance, and repair of the basic and more complex components of a range of communications systems. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

Prerequisite: None

TGJ4M1

Communications Technology: This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic, recorded, or audio-visual projects independently and in project terms. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

Prerequisite: TGJ3M1

ICS3U1

Introduction to Computer Science: 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

ICS4U1

Computer Science: 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

Appendix A:

Student Code of Conduct

Attendance and Punctuality

The College will keep parents and guardians informed about the attendance of every pupil. Students with many absences will be interviewed by the guidance counselors and /or vice principal and principal and asked to explain each absence. If problems continue, the student will be asked to sign a “contract” with the college to improve their attendance and make up for missed work; failure to live up to its terms and conditions may jeopardize the successful obtaining of credits. Students are expected to come to class each day punctually. Lateness will be dealt with in the same manner as absenteeism set forth above.

Cheating and Plagiarism

THE USE OF “TURNITIN” has greatly assisted in the detection of plagiarism to the point where it is very seldom encountered.

However students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned. **Plagiarism:** “Derived from the Latin word *plagiarius* (‘kidnapper’), plagiarism is a form of cheating”.¹ It is “a wrongful act of taking the product of another person’s mind and presenting it as one’s own”.² Plagiarism is a form of “intellectual theft”,³ therefore, “at university and college, the penalties range from being forced to drop a course to being expelled from the institution.”⁴

At Braemar, students who plagiarize can expect the following penalties:

Grade 9: rewrite the paper in class

Grade 10: rewrite the paper in class

Grade 11: rewrite the paper— in consultation with the teacher and the principal, the possibilities are a loss of 10% on a rewritten, original in class assignment.

Grade 12: rewrite the paper— in consultation with the teacher and the principal, the possibilities are a loss of 20% on a rewritten, original in class assignment.

Late and Missed Assignments

It will be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their

¹ Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, 4th ed. (New York: The Modern Language Association of America, 1995), 26

² Alexander Lindey, *Plagiarism and Originality* (New York: Harper, 1952) 2 in Gabaldi 26

³ Gabaldi 26

⁴ Gellaty *et al.*, ‘Format for Writing Essays and Papers’, in *Sarnia Northern Collegiate and Vocational School Agenda* (Canada: Premier School Agenda, 1993-1994) 16

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 judgement it is appropriate to do so, a number of strategies will be used to help prevent and/or address late and missed assignments. They include:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication with students and/or parents (via Braemar Recruiter, student's Educational Agency and/or Translator, where appropriate and needed) about due dates and late assignments, and scheduling conferences with parents (same procedure as aforementioned) if the problem persists;
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using counselling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners; it is reasonable and appropriate to do so;

(Adapted from *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, p43.)

General Conduct

All students at the College are expected to treat each other with respect. Racism, religious bigotry and other illiberal or intolerant attitudes have no place at our school. Honesty is the foundation of all academic endeavour. As a result, cheating of any kind will not be tolerated, including plagiarism. Students should not underestimate the serious consequences of such behaviour.

Introduction

A positive school climate and a safe learning and teaching environment are essential if students are to succeed in school. A positive school climate means everyone feels they are welcome and respected.

All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility for everyone to be accountable for their actions and contribute to a positive school climate.

Ontario's provincial code of conduct sets clear standards of behaviour . The code of conduct applies not only to students, but to everyone involved in the school, including parents or guardians, volunteers, teachers and other staff members. The code applies whether on school property, or at schoolauthorized events or activities, or in other circumstances that could have an impact on the

school climate.

Fundamental beliefs Everyone has a responsibility to promote a safe environment. Everyone should be aware of their rights, as active and engaged citizens. More importantly, everyone should also accept responsibility for protecting their rights and the rights of others. Responsible citizenship involves taking part in the civic life of the school.

All members of the school community are to be treated with respect and dignity, especially those in positions of authority.

Everyone has a responsibility to resolve conflicts in a way that is civil and respectful. Insults, hurtful acts and a lack of respect for others disrupt learning and teaching in a school community.

Everyone is expected to resolve conflicts without using violence. Physical aggression is not a responsible way to deal with other people. No one should use an object to injure another person, or even threaten to use an object to injure another person. This is unacceptable and puts everyone's safety at risk.

Standards of Behaviour

Respect, civility and responsible citizenship

All school members must:

respect and follow all applicable laws

demonstrate honesty and integrity

respect differences in people

treat one another with dignity and respect at all times, especially when there is disagreement

respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, religion, gender, sexual orientation, age or disability

respect the rights of others

show care and respect for school property and the property of others

take the proper steps to help those in need

respect all members of the school community, especially those in a position of authority

respect the need of others to work in an environment that encourages learning and teaching

seek help from school staff, if necessary, to resolve conflict peacefully

not swear at a teacher or at another person in a position of authority.

Safety

School community members must not:

engage in any form of bullying, whether it is in person or through technology, like email or cell phones

commit sexual assault

traffic weapons or illegal drugs

commit robbery

give alcohol to anyone under the legal drinking age

be in possession of a weapon, including firearms

use any object to threaten or intimidate another person

injure anyone with an object

be in possession or under the influence of alcohol or illegal drugs, or give them to anyone else

The police can play an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the school. These protocols are based on a provincial model developed by the now Ministry of Community Safety and Correctional Services and the Ministry of Education.

Appendix B

Ontario School System

Educational Planning: The Annual Education Plan

The Guidance Counselor(s) will assist students work toward evaluating their interests and aptitudes, setting personal and academic goals at both the secondary and initial post-secondary levels, and preparing for their future careers.

The Annual Education Plan (AEP) which students in Grades 9 to 12 will prepare with the assistance of their guidance counselor, school administration and parents will assist Students to set long and short-term goals, and to review them each year. The AEP for students in Grades 9 to 12 will identify:

- the student's goals for academic achievement;
- the student's course selection for the following year;
- the extracurricular activities, community involvement opportunities in which the student may be participating, both in and outside of the school but not during class hours
- a range of possible post-secondary goals.

The plan will be reviewed at least twice a year. Students in grades 9 to 11 will review their plan with their parents and teacher-advisors. Students in Grade 12 should review their plan with their parents and guidance counselors.

What is a Credit? What is an Equivalency?

The Ontario Ministry of Education and Training defines a credit as follows: *“A credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled.”* To obtain a credit in a given course, students must be awarded a grade of 50% or better. These credits may be used to obtain an **Ontario Secondary School Diploma** (O.S.S.D.). Many international students will have completed studies abroad for which our school is authorized to grant equivalency credits. After the appropriate sum of equivalency credits is granted, students must complete the balance of compulsory and elective credits before obtaining an O.S.S.D.

OSSD: The Ontario Secondary School Diploma Requirements

The importance and value of completing a secondary education and the school's commitment to reach every student to help them achieve a successful outcome from the secondary school experience

The requirement to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD) is currently the policy of the Ontario Provincial Government.

Students who entered the secondary system after September 1, 1999 will graduate once they complete a minimum of 30 credits (or its foreign equivalent). Of these 30 credits, 18 are *compulsory* credits. In addition, students must take 12 elective credits selected from the available courses; 40 hours of community involvement, and a high school literacy test. In respect of compulsory credits, these fall into the categories listed below:

- 4 English (1 credit per grade);
- 1 French as a Second Language;
- 3 Mathematics (at least 1 credit in grades 11, 12);
- 2 Science;
- .5 Civics + .5 Career Studies;
- 1 Canadian History;
- 1 Canadian Geography;
- 1 Arts;
- 1 Physical & Health Education;
- 1 additional credit in English, or a third language, or social sciences and the humanities, or Canadian and world studies;
- 1 additional credit in health and physical education, or the arts, or business studies;
- 1 additional credit in science, or technological education.

In addition to the compulsory credits, students must complete:

- 12 optional credits;
- 40 hours of community involvement activities;
- The Provincial Literacy Requirement (passing the OSSLT or OLC4O... explained elsewhere in this document.)

OSSC: The Ontario Secondary School Certificate Requirements

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma.

To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

7 required compulsory credits:

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

7 required optional credits:

◆ 7 credits selected by the student from available courses

(*Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011, p64.*)

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.

(*OS - Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011, p64.*)

Prerequisites & Co-requisites

Many courses are designed to follow preparatory ones normally taken in the preceding years. These preparatory courses are required before gaining entry to the required course. These courses are known as prerequisites. Moreover, some courses of a special nature may require certain other courses to be taken during the same year. These other courses are known as co-requisites.

Procedure for Waiving a Prerequisite

Following the suggested policy in OS 7.2.5, the Principal in consultation with the Vice Principal and the Guidance department, will determine whether the waiving of prerequisites is permitted.

Community Involvement

In order to earn their OSSD all students must complete the hours of Community Involvement as defined in "*Ontario Schools K-12*"*, *Appendix 2*. The school organizes opportunities for students to fulfill this commitment, both within and outside of the school. The Community Involvement Coordinator collects evidence of Community Involvement,

logs it in the Community Involvement Binder, and reports completed hours to the Principal and Guidance Department.

*The principal will determine the number of hours of community involvement required for students who have successfully completed two or more years in a secondary school program.

Community Involvement Requirements:

40 hours for students attending for 4 years

20 hours for students attending for 3 years

15 hours for students attending for 2 years

10 hours for students attending for 1 year

The OSSLT - Ontario Secondary School Literacy Test

All students who are enrolled in Grade 10 in an English-language secondary school and who are taking courses under [Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011](#) (OS) must successfully complete the OSSLT – Ontario Secondary School Literacy Test in English in order to earn an Ontario Secondary School Diploma (OSSD). Students will normally take the literacy test when they are in Grade 12. Students who do not successfully complete the test will have opportunities to retake it.

Remedial assistance is available for students who do not complete the test successfully. Once students have successfully completed the literacy test, they may not retake the test in the same language (i.e., English or French). Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice, and have been unsuccessful at least once, are eligible to take **OLC40, the Ontario Secondary School Literacy Course, Open**. Completion of the OLC40 course achieves both a Grade 12 credit and the literacy credential for graduation.

Mature students--a mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD--have the option to enrol directly in the Ontario Secondary School Literacy Course OLC40 without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT. (OS 6.1.3)

Substitutions for Compulsory Courses:

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, 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 and not less than fourteen

for those aiming to earn the Ontario Secondary School Certificate. 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 in consultation with the Vice 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 cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory staff to review the matter. Each substitution will be noted on the student's Ontario Student Transcript.

Prior Learning Assessment Review (P.L.A.R.)

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 Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school principal, who grants credits.

Credit Equivalencies (P.L.A.R.) Procedures:

Upon entering the Ontario Education System, the academic records from the student's previous educational institution are requested and assessed. When this procedure is completed, the student will be tested in our school using the Cambridge Placement Test (CPT) and/or the Comprehensive English Language Test (CELT) and an internally-developed Mathematics Assessment based on the Ontario Student Achievement Levels. The results accruing from both assessments are evaluated by the Principal. The findings of this evaluation are filed in the student's Ontario Student Record (OSR). Based on these findings a number of Out-of-Province credits may be granted to the student where appropriate.

(Please see OS 7.2.5.1 & 7.2.5.2 + PPM [Policy Program Memoranda] #'s 129 & 132)

Evaluation and Examination Policies:

Early in each term, students are given the evaluation policy for each of their courses. In addition, the following topics are discussed: preparation for classes, assignments, note-taking, tutorial assistance, preparation for tests, and the ratio of term marks to examination marks. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the Ontario curriculum policy document for each discipline.

For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation 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 administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

A credit is granted and recorded for every course in which the student's final percentage mark is 50 per cent or higher. Procedures for students whose final grade is below 50 per cent and who do not receive a credit are outlined in the ministry policy document *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011*.

(From *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, p41.)

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents. Teachers will be provided with materials, including samples of student work (exemplars) that will assist them in their assessment of student achievement. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers will use assessment and evaluation strategies that:

- address assessment of the student for learning
- address assessment of the student as learning
- address assessment of the student of learning
- address what students learn and how well they learn and
- are based on both the categories of knowledge and skills and the achievement level descriptions in the achievement chart for each discipline, as given in the secondary curriculum policy documents, once the assessment materials (e.g., exemplars) mentioned above are available;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;

- are fair to all students;
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of each course and at other appropriate points throughout the course.

Reporting Student Achievement to Parents: (The Provincial Report Card, Grades 9–12)

Student achievement must be communicated formally to students and parents **at the end of each term** by means of the Provincial Report Card, Grades 9–12. The report card documents the student's achievement in every course, at particular points in the school year or term, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course.

At the end of each course, a final grade is recorded, and credit is granted for every course in which the student's grade is 50 per cent or higher (reflecting achievement at level 1 or above). The final grade for each course will be based in part on assessments and evaluations conducted throughout the course, and in part on a final evaluation. The relative weights assigned to these two components are specified in *Growing Success, 2010*.

OSR Guideline, 2000

The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen) at which time the student has access to their own OSR. Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare.

Student Records

These consist of two parts, each of which students and parents/guardians are welcome to examine upon request in the Guidance Office:

a) Ontario Student Record (OSR)

This folder contains various reports and the current timetable; the Ontario Student Record (OSR) is the ongoing record of a student's educational progress through schools in Ontario.

An OSR is established for each full-time student. Any part or parts of the OSR may be recorded and stored electronically. An OSR will consist of the following components:

- an OSR folder in Form 1A or Form 1
- report cards
- an Ontario Student Transcript, where applicable
- a documentation file, where applicable
- an office index card
- additional information identified as being conducive to the improvement of the instruction of the student

b) Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a comprehensive record of a student's overall achievement in high school. The credits that a secondary school student has earned to fulfill the requirements for the graduation diploma will be recorded on the OST. The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses
- a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained (students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course – see “Course Withdrawals” below)
- identification of any course that has been substituted for one that is a diploma requirement
- confirmation that the student has completed the community involvement requirement
- the student's final result on the provincial secondary school literacy test
- an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course (see “Extraordinary Circumstances” below)
- date of issuance of diploma/certificate.

Responsibility for the Ontario Student Record (OSR):

The college will ensure that all persons are made fully aware of the confidentiality provisions with respect to the OSR under the relevant guidelines. In connection with the OSR, it is the duty of the principal of a school to

- establish, maintain, retain, transfer, and dispose of a record for each student enrolled in the school in compliance with this guideline and the policies established by the board;
- ensure that the materials in the OSR are collected and stored in accordance with the policies in this guideline and the policies established by the board;
- ensure the security of the OSR;

- ensure that all persons specified by a board to perform clerical functions with respect to the establishment and maintenance of the OSR are aware of the confidentiality provisions in the Education Act and the relevant freedom of information and protection of privacy legislation.

Access to the OSR:

Access to an OSR means the right of those persons authorized by the Education Act or other legislation to examine the contents of the OSR. In addition, municipal and provincial freedom of information legislation permits persons who have the right to have access to personal information to receive copies of the information. Every student has the right to have access to his or her OSR, or if under 18 years of age, his/her parents have such a right to access.

Use and Maintenance of the OSR:

Information from an OSR may also be used in the preparation of a report for an application for further education or an application for employment, if a written request for such a report is made by an adult student, a former student, or the parent(s) of a student. The freedom of information legislation sets out criteria for the use of personal information.

Retirement of a Student:

A student retires from school when he or she ceases to be enrolled in school. When a student retires from the school that maintained an OSR for the student, the principal will give the following to the parent(s) of the student if he or she is not an adult, or to the student if he or she is an adult:

- an up-to-date copy of the student's OST, if applicable
- the information and materials stored in the OSR folder that are not required to be retained under the retention schedule provided .

Retention, Storage and Destruction of the OSR:

Regulations under freedom of information legislation require that personal information that has been used by an institution be retained by the institution for at least one year after use, unless the individual to whom the information relates consents in writing to its earlier disposal. The following components of the OSR will be retained for five years after a student retires from school:

- report cards
- the documentation file, where applicable
- additional information that is identified by the school board as appropriate for retention

“Full Disclosure” Policy on Transcripts of Grade 11 and 12 Results:

As of September 1999, *The Ontario Student Transcript* will show all attempts at a course and the marks received in Grade 11 and 12 courses. Students are required to attend school for a full day. The current policy of recording the marks of successfully completed courses will continue for Grades 9 and 10. This balances the need of students in Grades 9 and 10 to explore options with the need of postsecondary institutions and employers for information to assess a student's performance.

Guidance Department:

At Braemar College we believe that the Guidance Program is an integral part of the whole school. In collaboration with students, the Guidance Department plans and prepares the timetable for the next level of study. The Guidance Department works with students individually to offer the following types of services:

- providing information on courses;
- choosing the right programs of study;
- selecting compulsory/elective courses, &;
- setting the correct post-secondary goals.

Orientation Programs for Students Entering Secondary School:

Our orientation program includes an information package for both students and their parents. Further assistance may include: a course on learning strategies, an individualized orientation program, and/or assistance from a peer mentor appointed by the school.

Report Cards:

Each student benefits from the production of Report Cards at the end of each term. The main purpose of the Reports is to accurately convey the academic accomplishments and difficulties of students for future reference and academic planning.

Types of Courses (OS 7.2.1 & 7.2.2)

Braemar offers both a sufficient number of courses and courses of appropriate types to enable students to meet the diploma requirements. The type of course a student chooses to take depends upon the post-secondary goal(s). The types of courses available in Braemar's secondary school program are described below:

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 with the specific requirements of university, college, or the workplace in mind.

In Grades 9 and 10, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12.

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

◆ **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.

◆ **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.

In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways.

Course Codes Key:

Example: **ENG1D1**

The first three letters indicate the subject area. For example, in the case above, *ENG* means "English." The first number after the subject area letters indicates grade level, or level of proficiency of language courses--such as English as a Second Language (E.S.L.)

Grade 9 = 1

Grade 10 = 2

Grade 11 = 3

Grade 12 = 4

Level 1 = A

Level 2 = B

Level 3 = C

Level 4 = D

Level 5 = E

In the example above, *1* means Grade Nine. Hence, we can understand that this is a Grade Nine English course. The next single letter, *D* in the example, refers to the course type. In the above example, it means this Grade Nine English course is in the *Academic* stream. Below is a list of Ontario Ministry of Education course types, and the letter that corresponds to each.

D = Academic

P = Applied

O = Open

Finally, the last number, *1*, is a reference to how many sections of this course are running at the same time. For convenience of data entry, we list *1* at the end of every course code, although the college usually offers one section of a course per term, with a certain exceptions.

The following pages list all courses offered, including a short description of each course's contents and prerequisites. The Guidance Counselor at Braemar College will assist each student to plan which courses they must take to achieve their educational goals, in accordance with the Ontario Ministry of Education's curriculum and regulations for both graduation, and where applicable, entrance to a post-secondary college or university here or abroad.

Following the list of courses there are several appendices which further explain the policies of our school and the Ontario Ministry of Education. Further information may be obtained from our Guidance Office upon request.

Procedures for Students Who Wish to Change Course Types

Braemar College provides the opportunity for students to change course types. Some students, after successfully completing a certain type of course, may change their educational goals and, as a consequence, may need to take compulsory and optional credit courses of a different type from those they initially chose. Although students enrolled in one type of course may enroll in a different type of course in a subsequent year, changing course types becomes more difficult as students advance through the system, or in situations involving courses that have prerequisites. A variety of options exist to enable students to make the transition.

A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may, for example: *take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take; take a summer course to achieve the uncompleted expectations that are required to enter the new program.*

Access to Outlines of Courses of Study

The Outlines of Courses of Study meet Ontario Ministry of Education curriculum policy expectations. At the beginning of every term, students are given Student Information Sheets

which outline the Course of Study for each class. Parents /guardians are welcome to view a Course Outline on-site at Braemar College or request a copy of the Student Information Sheet.

Curriculum documents as well as all matters pertaining to education in Ontario can be found online at the Ontario Ministry of Education website:
www.edu.ca

Braemar College offers courses based on the curriculum expectations set out in the Ontario Ministry of Education curriculum policy documents. Up-to-date copies of the outlines of all of the courses of study for courses offered at Braemar are retained on file. These outlines of the courses of study are available at the school for parents and students to examine. Parents of students under the age of eighteen need information on course content to approve their child's choice of courses, and adult students need this information to choose their courses.

