



# **WILLIAM ACADEMY**

## **COURSE CALENDAR**

**September 2024 - August 2025**



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## 1. School's Mission and Philosophy

### **Mission Statement**

At William Academy, our mission is to inspire confidence, success and a love of learning in each of our students.

### **School's Philosophy**

At William Academy, our philosophy is that every student has the potential to do well, whether that is academically, socially or personally. By having high expectations for our students while providing a supportive environment for them to take risks and attempt new challenges, all students are able to be successful. In order to inspire each of our students to reach their full academic and personal goals, we will:

- Provide a safe, inclusive and supportive environment where students can excel.
- Provide ongoing professional development to our staff to ensure that we are a leader in the use of technology and that our staff use pedagogical best practices to reach each and every student.
- Maintain small class sizes to ensure that each student gets the support he or she needs.
- Engage in open dialogue with parents and caregivers.
- Provide a variety of in school and extra-curricular opportunities for students to develop and exercise their abilities.

William Academy's teachers are members of the Ontario College of teachers and deliver the curriculum using current best practices in the field. Our highly qualified teachers are consistently working with students to help develop their literacy, numeracy, critical thinking, research, and communication skills to achieve academic excellence. By using collaborative learning opportunities and authentic learning experiences, our students are not only provided with a quality education, but also inspired to become conscientious leaders in their chosen field.

### **Brief Description of the School**

William Academy is a co-educational, private secondary school located in Cobourg. The School offers secondary level courses approved by the Ontario Ministry of Education and strictly adheres to all the Ministry Documents which include: Ontario Schools Policy and Program Requirements; Curriculum Guidelines; and, Growing Success for Assessment, Evaluation and Reporting Policy.

## Terms and Reporting Periods

There are four semesters in the 2022-2023 school year. Parents will receive a midterm report at the 55 hour mark in the course and a final report once the course has been completed. To increase the communication between parents and teachers, parents are also encouraged to track their child's progress. The timetable for the courses offered this school year can be obtained at the school. Additional part time courses are also available. Full course offerings can be obtained at the guidance office in person or by calling the school at 905-372-1000.

## 2. Requirements for the Ontario Secondary School Diploma (OSSD)

### 2.1 The Importance and Value of Completing Secondary School

It is mandated by the Ministry of Education that all students under the age of 18 remain in secondary school until they reach the age of majority or achieve their OSSD. While this is the legal requirement for students in Ontario, William Academy also believes that there is intrinsic value in completing a secondary school education. The Ontario curriculum as outlined in the Ministry's curriculum documents provides the basic skills and knowledge necessary to become a well-rounded contributing member of society. With this end-goal in mind, William Academy is committed to providing the support necessary for each student to fulfill the requirements set out in the Ministry's curriculum successfully.

### 2.2 OSSD Diploma Requirements

In order to earn the Ontario Secondary School Diploma (OSSD) as outlined under the *Ontario Schools Kindergarten to Grade 12*, a student must:

- Earn 18 Compulsory Credits
- Earn 12 additional Optional Credits
- Successfully Pass the Ontario Secondary School Literacy Test (OSSLT)
- 2 online credits (starting with the cohort of students who entered grade 9 in 2020-2021)
- Complete 40 hours of Community Involvement Activities
- A credit in Technological Education (Cohort of students entering grade 9 in September 2024)

#### 2.2.1 Compulsory Credits– 18 Credits

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

- 4 credits in English (1 credit per grade)
- 1 credit in French
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- .5 credits in civics
- .5 credits in career studies

**The other 3 compulsory credits should come from one of the courses in each group:**

- **Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education
- **Group 2:** French as a second language, the arts, business studies, health and physical education, cooperative education
- **Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

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

- A Maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.
- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

### **2.2.2 Optional Credits– 12 Credits**

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

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

The OSSLT measures whether students are meeting the minimum standard for literacy across all subjects up to the end of Grade 9. Successful completion of the literacy test is one of the requirements to earn an Ontario Secondary School Diploma. The test is scheduled annually and is administered by the Education Quality and Accountability Office (EQAO). The result is recorded on the student transcript.

Students will normally take the test in Grade 10. However, deferrals may be granted to some students - ESL students, for example, may be allowed to defer taking the test until they have reached the appropriate level of proficiency in English. 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 OLC4O course to meet the diploma requirements. Most students at William Academy are international students. Additional time, to a maximum of double the allotted time, is the special provision for English language learners at William Academy.

### **2.2.4 Online Learning Graduation Requirements**

The online learning graduation requirement is intended to provide every student with access to high-quality online learning opportunities within a modernized education system. This will help prepare them for success in their academic careers and in an increasingly digital global economy.

Starting with the cohort of students who entered Grade 9 in 2020-2021, students must earn two online learning credits to obtain their Ontario Secondary School Diploma (OSSD).

- **Eligible Credits:** All online learning credits earned at a school authorized to offer credits towards an OSSD may count towards the graduation requirement.
- **Credits Earned During 2020-21 School Closures:** In recognition of extraordinary measures during the COVID-19 pandemic, up to one secondary school credit completed by Grade 9 students in the 2020-21 school year during the province-wide school closures (from April 2021 to June 2021) may be counted towards the new graduation requirement.

The Ontario Student Transcript form will reflect the online learning graduation requirement.

- **Opting out:** Parents who wish to opt out or exempt their child from the online graduation requirement must complete the opt-out form available at the guidance office. Exemption from the online learning graduation requirements may be requested by:
  - the parent or guardian of the secondary student
  - students who are 18 years of age or older
  - students who are 16 or 17 years of age and have withdrawn from parental control

## 2.2.5 Community Involvement

As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The purpose of this activity is to remind students of their community obligations and to encourage them to contribute to society, even beyond the minimum number of hours required, as well as to continue to make a selfless contribution to their community in the future. For more details regarding the Community Involvement procedure and requirements, please refer to section 2.2.5.2 below.

### 2.2.5.1 Eligible and Ineligible Community involvement activities

Eligible Activities are volunteer activities that may be counted towards 40 community involvement hours that must be accumulated by students as a graduation requirement. Eligible activities are those activities that provide services to improve the community or well-being of its members and may be performed for not-for-profit organizations. If an activity does not fall within the categories in the following list and is not on the list of ineligible activities students must obtain written approval from the principal before beginning the activity.

#### INELIGIBLE ACTIVITIES

The ministry has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities.

An ineligible activity is an activity that:

- is a requirement of a class, course, or program in which the student is enrolled (e.g., cooperative education course, experiential learning activities)
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or “spare” periods is permissible
- contravenes the minimum age requirements to work in or visit a workplace stated in regulations made under the *Occupational Health and Safety Act*
- contravenes any other applicable legislation, regulation or policy
- contravenes the policies and procedures of the organization that is supervising the student’s community involvement activities

- would normally be performed for wages by a person in the workplace
- involves the operation of a vehicle, power tools, or scaffolding
- involves the administration of any type or form of medication or medical procedure to other persons
- involves handling of substances classed as “designated substances” under the *Occupational Health and Safety Act*
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government
- involves banking, the handling of securities, or the handling of valuable items such as jewellery, works of art, or antiques
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program)
- involves activities that promote discrimination, harassment, or puts the safety of the student or others at risk.

## **ELIGIBLE ACTIVITIES**

The following guiding principles, read in conjunction with the list of the ineligible activities, are intended to assist the student and parents/guardians to determine whether a planned activity is within an approved area for the completion of the community involvement requirement:

- An event or activity designed to be of benefit to the community;
- An event or activity to support a not-for-profit agency, institution or foundation that conforms to the ethical standards of the Ministry of Education;
- Any structured program that promotes tutoring, mentoring, visiting or coaching, or whose purpose is to assist others who require the benefit of that assistance;
- Participation in an event or activity that supports ethical work of a global nature;
- Participation in an event or activity that promotes positive environmental awareness;
- Participation in an event or activity that contributes to the health and well-being of any ethical group that conforms to the community standards of morality and conduct, including school-based activities;
- Participation in an event or activity affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive and ethical contribution in the community.

### **2.2.5.2 Community Involvement Requirements and Procedures**

Students are responsible for completing the required number of hours on their own time – during lunch hour, after school, on weekends, or during school holidays - and for keeping track of their activities under the guidance of the school. Students must choose an activity that is approved by the school such as peer tutoring, assisting in sports activities at a community centre, helping senior citizens, involvement in community events, volunteering at a hospital or in the community. A student who wishes to undertake an activity that is not on the approved list must receive the written approval of the school principal.



Parents and students play a major role in this initiative. The school through the principal supervises the activities to confirm completion of the 40 hours. Documentation attesting to the completion of each activity must be submitted to the guidance counselors. This documentation must include for each activity, the name of the organization receiving the service, the activity performed, the dates and hours, signatures of the student and his or her parents and a signed acknowledgement by the person (or representative of the organization) involved. A list of all activities is on the school bulletin board and is also available in person at the school.

At the principal's discretion, students could earn hours during the time allotted for the instructional program on a school day, and through duties normally performed in the home. This can include helping an elderly relative with an errand or a sibling with homework. Additionally, students could count a maximum of 10 hours from paid employment for students aged 14 years and older.

### **2.2.6 Technological Education Credit**

Starting with the cohort of students entering Grade 9 in September 2024, students will be required to earn at least one credit from the Grade 9 or 10 courses in the Technological Education curriculum, which covers a broad range of sectors, including construction, transportation, manufacturing, computer technology, and communication.

A compulsory credit in Technological Education is intended to give students hands on experience and early exposure to skilled trades and build on the learning in the recently revised elementary Science and Technology curriculum.

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

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

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

The literacy graduation requirement for the 2023-24 school year: Students in Grades 10 and 11 and non-graduating students, including those who are learning remotely, are required to work towards the literacy graduation requirement, through participating in the Ontario Secondary School Literacy Test (OSSLT) or completing the Ontario Secondary School Literacy Course (OSSLC). To provide maximum flexibility for students to acquire the literacy graduation requirement, particularly for students enrolled in remote learning, students can be enrolled in the OSSLC without having attempted the OSSLT in 2023-24. New updates from EQAO about the 2024-2025 school year will be added to the course calendar as soon as they are received.

### **2.3.1. Ontario Secondary School Literacy Test (OSSLT)**

The purpose of the OSSLT is to determine whether students have acquired the reading and writing skills that they are expected to have learned by the end of Grade 9, as outlined in *The Ontario Curriculum*. The OSSLT will identify students who have demonstrated the required skills in reading and writing as well as those who have not demonstrated these skills and need to do further work. For students who have not demonstrated the required skills, the test will identify areas of weakness for remediation purposes.

#### **Deferrals:**

Deferrals are done prior to the test and in consultation with the parents/ guardians and the appropriate teaching staff when the student:

- is an English language learner and has not yet acquired a level of proficiency in English sufficient to participate;
- has not yet acquired the reading and writing skills appropriate for Grade 10 or
- Has a temporary condition owing to illness or injury (e.g., a broken arm) or is new to the school, and appropriate accommodations cannot be provided.

#### **Documentation**

A letter from the principal and all other documentation related to the decision to grant a deferral is kept in the student's file.

#### **Exemption**

Exemption decision is made prior to the test and in consultation with the parents/ guardians and the appropriate teaching staff when the student:

- Is not working toward an OSSD (and this is indicated in his or her IEP).

#### **Documentation**

A letter from the principal and a signed consent letter are kept in the student's file.

### **2.3.2. Ontario Secondary School Literacy Course (OLC40)**

Students who do not pass OSSLT may take the Ontario Secondary School Literacy Course (OLC40). The OSSLC is offered in accordance with *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12*. The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma.

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

maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Students, who have had two opportunities to take the Ontario Secondary School Literacy Test (OSSLT) and have been unsuccessful at least once, are eligible to enroll in this course to achieve both a Grade 12 credit and their literacy credential for graduation. A student may be permitted to take OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student to do so. Students who successfully undertake or pass the OLC4O are considered to have met the literacy graduation requirement.

A mature student may enroll directly in the OSSLC without first attempting the OSSLT. A mature student must be 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.

#### **2.4 Ontario Secondary School Certificate (OSSC) and Certificate of Education/Accomplishment**

The Ontario Secondary School Certificate (OSSC) is a certificate granted on request to students who leave secondary school 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 as follows:

##### ***Compulsory Credits (Total of 7)***

2 credits in English

1 credit in Canadian geography or Canadian history

1 credit in mathematics

1 credit in science

1 credit in health and physical education

1 credit in the arts, technological education, or computer studies

##### ***Optional Credits (Total of 7)***

7 credits selected by student from available course.

#### **2.5 Substitutions for Compulsory Courses**

To provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, the principal may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3) outlined in section 6.1.1 of OS.

Substitutions are made to promote and enhance student learning or to respond to special needs and interests. Each substitution is noted on the student's Ontario Student Transcript.

The decision to substitute one course for another for a student is made only if the student's educational interests are best served by such a substitution. If a parent requests a substitution, the principal will determine whether the substitution should be made. The 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 and appropriate school staff.

The following are limitations on substitutions for compulsory credits as mandated by the Ontario Schools document:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits in accordance with section 6.1.1 of the OS.)
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet. (refer to section 7.3.1 of the OS)

### **Documentation**

Students who apply for substitutions for compulsory courses need to fill out a form that needs to be signed by the principal as well as their parents/guardian (if the student is under 18) and is placed in the student's OSR file. If parents are not available to sign the form, they will write a consent email to the school.

## **2.6 Policies and procedure for waiving prerequisites**

A pre-requisite provides necessary background for understanding a course and helps students achieve academic ability to take the target course successfully. Students from a different educational system may apply for waiving the prerequisite of a course. It is their responsibility to fill out the application form that they can get from the guidance office, in which they need to explain the reasons for their request. Any documents that support their educational background and work experience need to be attached to the form or letter.

Upon receipt of the request, all his/ her academic transcript(s) and other documents will be studied by the guidance counselors and the teacher who teaches the course. The principal will review their report and will make the final decision in consultation with them. If the approval is granted, the student will be allowed to enroll in the course.

William Academy will allow students to have a prerequisite waived under the following conditions:

1. The student understands that they are being granted special permission to have a prerequisite course requirement waived.
2. The student understands and accepts that the prerequisite course in question prepares the student for the course in which it is required.
3. The student understands and accepts responsibility for the fact that having the prerequisite course waived may have a direct effect on their abilities and success in the course for which the prerequisite is a requirement.

**Documentation:** The student must complete the form which should be approved and signed by the principal and is kept in the student's OSR along with any supportive documents which the student presents.

## 2.7 Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Education/Accomplishment. The Certificate of Education/Accomplishment is a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment directly after leaving school.

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 Certificate or the Ontario Secondary School Diploma may later be granted if the student meets the appropriate requirements completely.

# 3. Curriculum

## 3.1 Courses Offered at William Academy

Courses offered at William Academy this school year are presented in a chart in section 3.5.

## 3.2 Definition of a Credit

A credit (1.0) is granted in recognition of the successful completion (final percentage mark of 50 or higher) of a course that has been scheduled for a minimum of 110 hours. For granting a credit, "scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom instruction.

## 3.3 Types of Courses

### Grade 9 and 10 Courses

There are 4 types of courses in Grades 9 and 10:

- **Academic (D)** 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 (P)** (excluding grade 9) 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 (O)** 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.

- **De-streamed (W)** Schools in Ontario will no longer stream students into Academic and Applied courses in most of Grade 9 courses. Students entering grade 9 will take de-streamed English, Geography, math, and science.

In **Grades 9 and 10**, students will select an appropriate combination of academic, applied, de-streamed 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. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take.

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

There are five types of courses in Grades 11 and 12:

- **College preparation (C)** 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 (U)** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **University/college preparation (M)** 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 (E)** 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, (O)** 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.

### **3.4 Course Coding System**

Courses are identified by three letters followed by a number and a letter. For example, "ENG2P" means English for Grade 10 students, taking an applied course.

The first character indicates the subject area:

- A Arts
- B Business
- C Canadian and World Studies
- E English
- F French
- G Guidance and Career Education
- H Social Sciences and the Humanities
- I Computer Studies
- L Classical and International Languages
- M Mathematics
- N Native Studies
- P Health and Physical Education
- S Science
- T Technological Studies

The next two characters differentiate between subjects within the subject area:

CGC means Geography of Canada, while CHC means Canadian History Since World War I.

The first number indicates the grade level of the course:

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

The letter following the first number indicates the nature of the course or the level of difficulty:

- D Academic
- L Locally Developed Compulsory Credit
- O Open
- P Applied
- C College Preparation
- E Workplace Preparation
- M University/College Preparation
- U University Preparation
- W De-streamed

For example:

ENG 3U English, year 3, University preparation

AMI 1O Music, Instrumental, year 1, Open

FSF 1D French, year 1, Academic

### 3.5 List of Available Courses

Here are the courses which the School offers this school year:

Department/Course Code	Grade Level/Course Title
------------------------	--------------------------

<b>English</b>	
ENG2D	English, Grade 10, Academic
ENG3U	English, Grade 11, University Preparation
ENG4U	English, Grade 12, University Preparation
OLC4O	The Ontario Secondary School Literacy Course, Grade 12, Open
<b>Mathematics</b>	
MHF4U	Advanced Functions Grade 12, University Preparation
MCV4U	Calculus and Vectors Grade 12, University Preparation
MDM4U	Mathematics of Data Management Grade 12, University Preparation
MCR3U	Functions Grade 11, University Preparation
MPM2D	Principles of Mathematics Grade 10, Academic
MTH1W	Mathematics Grade 9, De-streamed
<b>ESL</b>	
ESLAO	English as a Second Language, Level 1, Open
ESLBO	English as a Second Language, Level 2, Open
ESLCO	English as a Second Language, Level 3, Open
ESLDO	English as a Second Language, Level 4, Open
ESLEO	English as a Second Language, Level 5, Open
<b>Science</b>	
SPH4U	Physics, Grade 12, University Preparation
SCH4U	Chemistry, Grade 12, University Preparation
SBI3U	Biology, Grade 11, University Preparation
SBI4U	Biology, Grade 12, University Preparation
SCH3U	Chemistry, Grade 11, University Preparation
SPH3U	Physics, Grade 11, University Preparation
SNC2D	Science, Grade 10, Academic
SNC1W	Science, Grade 9, De-streamed
<b>Social Sciences and Humanities</b>	
HHS4U	Families in Canada, Grade 12, University preparation
HFA4U	Nutrition and Health, Grade 12, University Preparation
HSP3U	Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation
HSC4M	World Cultures, Grade 12, University/College Preparation
<b>Canadian and World Studies</b>	
CHC2D	Canadian History Since World War I Grade 10, Academic



CGC1W	Exploring Canadian Geography Grade 9, De-streamed
CHV2O	Civics and Citizenship, Grade 10, Open
CHY4U	World History since the Fifteenth Century, Grade 12, University
CGW4U	World Issues: A Geographic Analysis, Grade 12, University
<b>The Arts</b>	
AVI2O	Visual Arts, Grade 10, Open
AVI3M	Visual Arts, Grade 11, University/ College Preparation
AVI4M	Visual Arts, Grade 12, University/ College Preparation
<b>Business Studies</b>	
BOH4M	Business Leadership: Management Fundamentals Grade 12, University/College Preparation
BBB4M	International Business Fundamentals Grade 12, University/College Preparation
<b>Guidance and Career Education</b>	
GLC2O	Career Studies, Grade 10, Open
<b>French as a Second Language</b>	
FSF1O	Core French, Grade 9, Open
<b>Technological education</b>	
TAS1O	Technology and the Skilled Trades, Grade 9, Open
<b>Health and Physical Education</b>	
PPL1O	Healthy Active Living Education, Grade 9, Open

### 3.6 List of Available Online Courses

William Academy also operates William Academy Online.

William Academy Online offers a variety of courses. Here are the courses which the William Academy Online offers this school year:

<b>Department/Course Code</b>	<b>Grade Level/Course Title</b>
<b>English</b>	
ENG2D	English, Grade 10, Academic
ENG3U	English, Grade 11, University Preparation
ENG4U	English, Grade 12, University Preparation
OLC4O	The Ontario Secondary School Literacy Course, Grade 12, Open
<b>Mathematics</b>	
MTH1W	Mathematics Grade 9, De-streamed
MPM2D	Principles of Mathematics Grade 10, Academic
MCR3U	Functions, Grade 11, University Preparation
MHF4U	Advanced Functions, Grade 12, University Preparation
MCV4U	Calculus and Vectors, Grade 12, University Preparation
MDM4U	Mathematics of Data Management, Grade 12, University Preparation
<b>ESL</b>	
ESLBO	English as a Second Language, Level 2, Open
ESLCO	English as a Second Language, Level 3, Open
ESLDO	English as a Second Language, Level 4, Open
ESLEO	English as a Second Language, Level 5, Open
<b>Science</b>	
SNC1W	Science, Grade 9, De-streamed
SNC2D	Science, Grade 10, Academic
SPH3U	Physics, Grade 11, University Preparation
SCH3U	Chemistry, Grade 11, University Preparation
SBI3U	Biology, Grade 11, University Preparation
SPH4U	Physics, Grade 12, University Preparation
SCH4U	Chemistry, Grade 12, University Preparation
SBI4U	Biology, Grade 12, University Preparation
<b>Social Sciences and Humanities</b>	
HSP3U	Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation
HFA4U	Nutrition and Health, Grade 12, University Preparation
<b>Canadian and World Studies</b>	
CGC1W	Exploring Canadian Geography, Grade 9, De-streamed
CHC2D	Canadian History Since World War I Grade 10, Academic
CHV2O	Civics and Citizenship, Grade 10, Open
CHY4U	World History since the Fifteenth Century, Grade 12, University Preparation

CHI4U	Canada: History, Identity, and Culture, Grade 12, University Preparation
CGW4U	World Issues: A Geographic Analysis, Grade 12, University
CIA4U	Analysing Current Economic Issues, Grade 12
<b>Business Studies</b>	
BOH4M	Business Leadership: Management Fundamentals Grade 12, University/College Preparation
BBB4M	International Business Fundamentals Grade 12, University/College Preparation
BAF3M	Financial Accounting Fundamentals, Grade 11 University/College Preparation
<b>Guidance and Career Education</b>	
GLC2O	Career Studies, Grade 10, Open
<b>The Arts</b>	
AVI2O	Visual Arts, Grade 10, Open
AVI4M	Visual Arts, Grade 12, University/College Preparation
<b>Classical and International Languages</b>	
LKBDU	Mandarin, Grade 12, University Preparation
<b>Computer Studies</b>	
ICS3U	Introduction to Computer Science, Grade 11, University Preparation
ICS4U	Computer Science, Grade 12, University Preparation
<b>Health and Physical Education</b>	
PPL1O	Healthy Active Living Education, Grade 9, Open

### 3.6.1 Minimum Hardware and Software Requirements **Minimum Hardware Requirements:**

- macOS X (10.11) or later, or Windows 10 or later
- Dual-core 2Ghz or higher (Inter i3/i5/7 or AMD equivalent)
- Internet connection: 3.8Mbps upload, 3.0Mbp download or higher
- Screen resolution: 1024×768 or higher
- Memory: 4GB or more
- Chrome, Firefox, Edge, Safari, within 2 versions of current version

### **Recommended Settings:**

- Make sure that the browser is set to accept cookies (from both 1st party and 3rd party)

### 3.7 William Academy Course Offerings for Grades 9 to 12: Prerequisites and Description

The following courses are offered by the School. All courses have been developed in accordance with the Ontario curriculum policy documents, which can be viewed at:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/>. The Course Outlines for each course will be distributed at the beginning of each course and are available for viewing before course selection at the school guidance's office.

#### **English**

##### **Course Title: English, Grade 10, Academic**

Grade Level: 10

Ministry Course Code: ENG2D

Prerequisite: Grade 9 English, De-streamed (2023), or Grade 9 English, Academic (2007)

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

##### **Course Title: English, Grade 11, University Preparation**

Grade Level: 11

Ministry Course Code: ENG3U

Prerequisite: English, Grade 10, Academic

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze 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.

##### **Course Title: English, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: ENG4U

Prerequisite: English, Grade 11, University Preparation

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 analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

**Course Title: Ontario Secondary School Literacy Course, Grade 12, Open**

Grade Level: 12

Ministry Course Code: OLC4O

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

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

**Mathematics**

**Course Title: Advanced Functions, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: MHF4U

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

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

**Course Title: Calculus and Vectors, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: MCV4U

Prerequisite: MHF4U Advanced Functions, grade 12, University Preparation, must be taken prior to or maybe taken concurrently with Calculus and Vectors (MCV4U).

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the 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.

**Course Title: Mathematics of Data Management, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: MDM4U

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College preparation.

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

**Course Title: Functions, Grade 11, University Preparation**

Grade Level: 11

Ministry Course Code: MCR3U

Prerequisite: Principles of Mathematics, Grade 10, Academic

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.

**Course Title: Principles of Mathematics, Grade 10, Academic**

Grade Level: 10

Ministry Course Code: MPM2D

Prerequisite: Grade 9 Mathematics, De-streamed (2021), or Grade 9 Principles of Mathematics, Academic (2005)

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.

**Course Title: Mathematics, Grade 9, De-streamed**

Grade Level: 9

Ministry Course Code: MTH1W

Prerequisite: None

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their

mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

## **English as a Second Language**

### **Course Title: English as Second Language - ESL Level 1, Open**

Grade Level: N/A

Ministry Course Code: ESLAO

Prerequisite: None

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.

### **Course Title: English as Second Language - ESL Level 2, Open**

Grade Level: N/A

Ministry Course Code: ESLBO

Prerequisite: ESLAO or Equivalent\*

\* “Equivalent” may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

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.

### **Course Title: English as Second Language - ESL Level 3, Open**

Grade Level: N/A

Ministry Course Code: ESLCO

Prerequisite: ESLBO or Equivalent

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.

### **Course Title: English as Second Language - ESL Level 4, Open**

Grade Level: N/A

Ministry Course Code: ESLDO

Prerequisite: ESLCO or Equivalent

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.

**Course Title: English as Second Language - ESL Level 5, Open**

Grade Level: N/A

Ministry Course Code: ESLEO

Prerequisite: ESLDO or Equivalent

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.

**Science**

**Course Title: Physics, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: SPH4U

Prerequisite: Physics, Grade 11, University Preparation

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

**Course Title: Physics, Grade 11, University Preparation**

Grade Level: 11

Ministry Course Code: SPH3U

Prerequisite: Science, Grade 10, Academic

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



**Course Title: Chemistry, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: SCH4U

Prerequisite: Chemistry, Grade 11, University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

**Course Title: Chemistry, Grade 11, University Preparation**

Grade Level: 11

Ministry Course Code: SCH3U

Prerequisite: Science, Grade 10, Academic

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. StudentE3Ms will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

**Course Title: Biology, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: SBI4U

Prerequisite: Biology, Grade 11, University Preparation

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

**Course Title: Biology, Grade 11, University Preparation (Online Only) \***

Grade Level: 12

Ministry Course Code: SBI3U

Prerequisite: Science, Grade 10, Academic

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course

focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

**Course Title: Science Grade 10 Academic**

Grade Level: 10

Ministry Course Code: SNC2D

Prerequisite: Grade 9 Science, De-streamed (2022), or Grade 9 Science, Academic (2008), or Grade 9 Science, Applied (2008)

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.

**Course Title: Science Grade 9 De-streamed**

Grade Level: 9

Ministry Course Code: SNC1W

Prerequisite: None

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

**Social Sciences and Humanities**

**Course Title: Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation**

Grade Level: 11

Ministry Course Code: HSP3U

Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

**Course Title: Nutrition and Health, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: HFA4U

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

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

**Course Title: Families in Canada, Grade 12, University Preparation**

Grade Level: 12

Ministry Course Code: HHS4U

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

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

**Course Title: World Cultures, Grade 12, University/ College Preparation**

Grade Level: 12

Ministry Course Code: HSC4M

Prerequisite: Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

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

**Canadian and World Studies**

**Course Title: Canadian History since World War I, Grade 10, Academic**

Grade Level: 10

Ministry Course Code: CHC2D

Prerequisite: None

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit

individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

**Course Title: Canada - History, Identity, and Culture, Grade 12, University Preparation (Online Only) \***

Grade Level: 12

Ministry Course Code: CHI4U

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

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

**Course Title: Exploring Canadian Geography, Grade 9, De-streamed**

Grade Level: 9

Ministry Course Code: CGC1W

Prerequisite: None

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

**Course Title: Civics and Citizenship, grade 10, Open**

Grade Level: 10

Ministry Course Code: CHV2O

Prerequisite: None

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the

political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

**Course Title: World Issues: A Geographic Analysis, grade 12, University Preparation**

Grade Level: 12

Ministry Course code: CGW4U

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

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

**Course Title: World History Since the Fifteenth Century, grade 12, University Preparation**

Grade Level: 12

Ministry Course code: CHY4U

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

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

**Course Title: Analyzing Current Economic Issues, Grade 12, University Preparation (Online Only) \***

Grade Level: 12

Ministry Course Code: CIA4U

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

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

**Business Studies**

**Course Title: Financial Accounting Fundamentals, Grade 11 University/College Preparation (Online Only) \***

Grade Level: 11

Ministry Course Code: BAF3M

Prerequisite: None

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.

**Course Title: Business Leadership: Management Fundamentals, Grade 12, University/College Preparation**

Grade Level: 12

Ministry Course Code: BOH4M

Prerequisite: None

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze 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.

**Course Title: International Business Fundamentals, Grade 12, University/College**

Grade Level: 12

Ministry Course Code: BBB4M

Prerequisite: None

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

**The Arts**

**Course Title: Visual Arts, Grade 10, Open**

Grade Level: 10

Ministry Course Code: AVI2O

Prerequisite: None

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

**Course Title: Visual Arts, Grade 11, University/ College Preparation**

Grade Level: 11

Ministry Course Code: AVI3M

Prerequisite: Visual Arts, Grade 9 or 10, Open

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

**Course Title: Visual Arts, Grade 12, University/College Preparation**

Grade Level: 12

Ministry Course Code: AVI4M

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

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

**Classical Studies and International Languages****Course Title: International Languages (Mandarin), Level 3, University Preparation (Online Only) \***

Grade Level: Grade 12

Ministry Course Code: LKBDU

Prerequisite: LKBCU-International Languages, Grade 11, Level 2, University Preparation

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken and develop skills necessary for lifelong language learning.

**Guidance and Career Education****Course Title: Career Studies, Grade 10, Open**

Grade Level: Grade 10  
Ministry Course Code: GLC2O  
Prerequisite: None

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

### **French as a Second Language**

#### **Course Title: Core French, Grade 9, Open**

Grade Level: Grade 9  
Ministry Course Code: FSF1O  
Prerequisite: None

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

### **Technological education**

#### **Course Title: Technology and the Skilled Trades, Grade 9, Open**

Grade Level: Grade 9  
Ministry Course Code: TAS1O  
Prerequisite: None

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

### **Health and Physical Education**

#### **Course Title: Healthy Active Living Education, Grade 9**

Grade Level: Grade 9  
Ministry Course Code: PPL1O



Prerequisite: None

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

### **3.8 Experiential Learning Programs**

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Experiential learning programs include cooperative education and job shadowing.

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program.

In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course.

The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) must be developed for all students in a cooperative education program. A student's progress in achieving the curriculum expectations and in meeting the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor.

*William Academy does not offer any Experiential Learning Programs.*

### **3.9 Changing Course Types**

If a student decides to change course types, they can do so. At William Academy, in Grades 10 to 12, a student may change to a different type of course only under the following conditions:

- the student has taken the courses listed as prerequisite for that course.

## **4. Evaluation and Examination Policies**

### **4.1 Assessment and Evaluation**

The Assessment and Evaluation Principles and Practices of William Academy are based on *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*.

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria and of determining a grade to represent that quality.

Assessment and evaluation are based on the provincial curriculum expectations and the achievement levels. A variety of assessments are conducted on a regular basis to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning and in order for the teacher to gather information to provide feedback.

A variety of assessments for and as learning are conducted on a regular basis to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning and in order for the teacher to gather information to provide feedback. All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations measured through the areas of Product, Observation, and Conversation. Assessments are based on products that students complete, on teacher's observation of students and on conversations between teacher and student. The final grade determined is based on performance in these three (3) areas of assessment.

A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment but not necessarily evaluated.

Teachers develop learning goals for their lessons using the specific curriculum expectations. Learning goals help students understand what they are expected to know and be able to do. Assessment tasks relate both to the learning goals and the success criteria set out in the instructional plans. Success criteria describe by category what successful attainment of the learning goals looks like. As the school gains confidence in the implementation of Growing Success, teachers will involve students in the development of learning goals and success criteria.

In accordance with Ministry guidelines, evaluation(s) carried out during the term will form 70% of the students' overall grade. This grade will be based on the most consistent level of achievement in each of the four categories below, with special regard being given to more recent evidence of achievement. The final evaluation(s) involving all four categories is worth 30% and will occur towards the end of the course and assess all expectations taught in the course.

#### 4.1.1 Forms of Assessment in William Academy

There are three important forms of assessment which will be employed by all teachers at William Academy to provide a complete and holistic assessment of student's performance as mandated by the Growing Success document, these are:

##### **Assessment for Learning:**

- Diagnostic assessment occurs during the teaching/learning cycle. It provides information about students' prior knowledge and skills as well as their collective and individual strengths and needs. Curriculum plans may be modified on this basis.

##### **Assessment as Learning:**

- Formative assessment (and evaluation) occurs during the teaching/learning cycle. It provides information about students' progress, to that particular point, in order to inform further steps for teaching and learning. This includes but is not limited to teacher feedback, peer feedback, and self-evaluation.

##### **Assessment of Learning:**

- Summative assessment and evaluation provide students with opportunities to demonstrate their achievement of the important and enduring learning addressed during that period of time. It is used to evaluate and describe student growth relative to the Ontario Curriculum expectations and the provincial standards.

#### 4.1.2. Evidence of Student Achievement for Evaluation: Observations, Conversations and Products

- Evidence of student achievement for evaluation is collected over time from three different sources- observations, conversations and products. When evidence is collected from multiple sources over time, the reliability and validity of the evaluation of student learning is increased. This often referred to as the *Triangulation of Assessment*.
- **Student products** may be in the form of: tests, essays, portfolios, reflections, rich performance tasks, demonstrations and projects.
- **Observations** may include presentations, group/partner work and discussions.
- **Conversations** may include formal debates, informal classroom discussions on a specific topic, and informal/formal conferences with the teacher.

#### 4.2 Weight of Categories

Students will be assessed and evaluated according to the following four categories (and their respective weight): The weight of categories varies depending on the subject discipline, but as recommended by the Ministry, balanced approach is taken towards the weight of the four categories.

<b>Categories of knowledge and skills:</b>
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<b>Knowledge and Understanding</b>	Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding). Examples: Forms of text, strategies used when listening, speaking, reading, writing and viewing, literary concepts, ideas, opinions and relationships.
<b>Thinking and Inquiry</b>	The use of critical and creative thinking skills and/or processes, which include planning, processing, critical/creative thinking processes. Examples: generating ideas, organizing information, drawing inferences, interpreting, analyzing, synthesizing, evaluating, critical analysis, metacognition)
<b>Communication</b>	The conveying of meaning through various oral, written, and visual forms. Examples: clear expression, logical organization, use of appropriate style, voice and point of view, proper use of conventions (grammar, spelling, punctuation, usage) vocabulary and terminology.
<b>Application</b>	The use of knowledge and skills to make connections within and between various contexts. Examples: Literary strategies and processes, literary terminology, concepts and theories, and making connections between the text, personal knowledge and experience, other texts and the world outside of school)

For example in ENG3U, the weighting is:

**Knowledge and Understanding (25%)**

**Thinking and Inquiry (25%)**

**Communication (25%)**

**Application (25%)**

### 4.3 Assessment Tools and Strategies

#### Assessment Tools

<b>Assessment tools marked with “x” in the course outlines will be the ones used in that course</b>
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Marking schemes		Rubrics	
Anecdotal comments		Checklists	
Rating scales			

## Assessment Strategies

Assessment for Learning		Assessment as Learning	Assessment of Learning	
Quizzes		Journal	Tests	
Tests		Exit and Entrance Cards	Presentations	
Presentations		KWL Chart	Journals	
Journals		Self/Peer Assessment	Essays	
Essays		Logs	Models	
Models			Projects	
Projects			Teacher Observations	
Demonstrations			Conferencing	
Conferencing			Questioning	
Questioning			Major Assignment	
Independent Study Assignment			Art Exhibits	
Art Exhibits			Lab Work	
Researching			Role Playing	
Reading Aloud			Problem Solving (process focused)	
Problem Solving (process focused)			Debates	
Debates			Role Playing	
Work Sheets			Homework Assignments	

## 4.4 Reporting Student Achievement

### The Achievement Chart

Levels or degrees of achievement are organized into categories: knowledge/understanding, thinking, communication and application. The achievement levels serve as a guide for gathering information and

act as a framework to assess and evaluate student achievement. They enable teachers to make consistent judgments about the quality of work and provide clear and specific information about their achievement to students and their parents. To help students better understand the criteria on which they are assessed, teachers develop success criteria for their lessons. These criteria are derived from the achievement charts.

The achievement chart for each discipline is included in the curriculum policy document for that discipline. The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. The following details some important features of the Achievement Chart:

- The names of the categories differ slightly from one discipline to another, reflecting differences in the disciplines.
- The achievement chart provides William Academy’s teachers with a provincial standard to use in assessing and evaluating their students’ achievement. A variety of materials are to be made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.
- The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

<b>Achievement Chart</b>		
<b>Percentage Grade Range</b>	<b>Achievement Level</b>	<b>Summary Description</b>
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60–69%	Level 2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.

**NOTE:** Level 3 (70–79%) is the provincial standard. Teachers and parents can be confident that students who are achieving level 3 are well prepared for work in the next grade or the next course. An evaluation of achievement of Level 4 does not suggest that the student is achieving expectations beyond those specified for the course, but rather that he or she demonstrates a very high to outstanding level of achievement of the specified expectations, and a greater command of the requisite knowledge and skills than a student achieving Level 3. A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

#### **4.4.1 The Report Card**

The School Report Card communicates student achievement formally to students and parents. The report card provides a record of the student's achievement of the curriculum expectations in the form of a percentage grade, which reflects the corresponding level of achievement as described in the achievement chart for the discipline.

- A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher.
- The report card also includes teachers' comments on the student's strengths, weaknesses, and areas in which improvement is needed.
- The School issues report cards twice during each term with the percentage grade achieved, credit earned, attendance details demonstrated by the student.
- The report issued at the 55-hour mark also reports on the student's performance with reference to study skills and work habits.

In addition to the report card, there will be informal reports to parents, which may include telephone calls, emails, and parent-teacher conferences.

## **5. Recording and Reporting**

### **5.1 Ontario Student Record (OSR)**

The Ontario Student Record is the official school record for a student registered in a school in Ontario. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned, and diploma requirements completed, and other information important to the education of the student. These records are protected by the Education Act.

If the student is currently attending another school - public or private - and is accepted in William Academy for a single course, the student's OSR will reside at the school that the student is attending on a fulltime basis. Upon admission of the student, William Academy informs the other school for proper coordination. On completion of the course credit, William Academy will forward the final results to that school along with confirmation of completion of the credit course. William Academy establishes or obtains the student OSR only when the student is taking his/her fulltime program at the School.

#### **Contents of the OSR**

- Student Registration form
- Provincial Report Card if student has been enrolled for more than 6 weeks
- Ontario School Transcript (OST)
- Documentation Files for such things as IPRC, IEP, Psychological Assessments, Violent Incident Form, etc.
- Annual Community Involvement Report

Personal information in the OSR is maintained for at least one year after usage. Report cards documentation files are maintained for five years after usage. The OSR folder containing the OST along

with the Office Index Card will be maintained for fifty-five years and the rest of the material is shredded. They will be locked in a safe office.

## **Access to the OSR**

Students and their parents or guardians (if the student is under age 18) may examine the contents of the OSR. Parents or guardians need to make an appointment with the principal to view their child's OSR. Access to the OSR is also granted to the educational personnel from the Ministry of Education. The procedure of accessing the OSR for parents and guardians includes making an appointment in advance and viewing the OSR in the presence of the guidance counselor or the principal.

## **Transfer**

The OSR is an ongoing record and will be transferred from William Academy if the student transfers to another school in accordance with the Ministry policy. Transfer of all of the original material in the OSR occurs by Priority Post when the School receives written request from the receiving school. If a student transfers to a school outside Ontario, then only a copy of the OSR is transferred.

## **5.2 Prior Learning Assessment and Recognition**

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside an Ontario secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents to earn credits towards the secondary school diploma.

The PLAR process involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

The PLAR process at William Academy involves only equivalency. Equivalent credits are granted by the principal based on the high school courses students have taken. The principal determines the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. Students must successfully complete the provincial secondary school literacy graduation requirement. The principal determines the number of hours of community involvement activities that the student will have to complete. The principal records the results of the equivalency assessment in the student's Ontario Student Record (OSR). Equivalency credits are for placement only and are granted in accordance with Appendix 2, *Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016*.

## **5.3 Ontario Student Transcript (OST)**

The Ontario Student Transcript (OST) is an official and consistent summary of a student's cumulative achievement in Ontario secondary school credit courses. It contains the student's official record of credits earned and other graduation requirements completed. A current, accurate, and complete copy of the OST is maintained electronically by the School and will be prepared for students on demand when needed. In addition, a copy will be prepared and issued to the student who transfers to another school in Ontario and when a student graduates or retires from the school. At the time of transfer or



retirement, an up-to-date copy of the OST will be placed in the OSR. Copies will be provided at any time upon request by a college, university, or the Ontario University Application Centre.

A student's final result on the Literacy Test as well as confirmation that the student has completed the community involvement requirement will also be included in the OSR. A copy is available, upon request, for a student and/or parent if the student is under the age of 18. The OSR is the official document to present whenever evidence of secondary education standing is required.

For Grade 9 and 10 courses, only courses for which the student has successfully completed the requirements are listed.

For Grade 11 and 12 courses, all courses that the student has completed or attempted – that is, courses successfully completed, courses repeated, courses failed, and courses from which the student has withdrawn, are listed.

If a student withdraws from a Grade 11 or 12 courses within five (5) instructional days following the issue of the first report card, the withdrawal is not recorded on the OST. If a student withdraws from a course after five (5) instructional days following the issue of the first report card, the withdrawal is recorded on the OST (showing “W” on the transcript) and the student's percentage grade at that time is recorded on the OST.

Where a student takes a course for the second time, an “R” is entered opposite the course with the lower percentage grade and where necessary, the credit will be transferred to the higher mark.

## **6. School Services**

### **6.1 Resources**

Internet access is provided to all students at William Academy for academic and research purposes. Desktop computers are available in the school library and wireless connections are provided for any student who wishes to use the internet via their own laptop computers. It is expected that students will follow the school's policies on internet usage. Failure to comply with this document could result in a termination of the student's access privileges.

Students are also informed of various community resources available to them such as local welcome centers, and recreation centres that can help provide accompanying guardians as well as students with additional programming such as adult ESL courses.

### **6.2 Guidance and Career Education Program**

The skills and competencies that students acquire through the guidance and career education program will not only help students succeed in school but will also contribute to their success in the workplace. Throughout their secondary school education, students will learn about the educational and career opportunities that are available to them; explore and evaluate a variety of those opportunities; relate what they learn in their courses to potential careers in a variety of fields; and learn to make appropriate educational and career choices. William Academy is proud to offer the Individual Pathways Plan to the students. The guidance department plays an active role in collecting the necessary information to create

an educational pathway for each student as well as monitoring their progress towards their educational goals.

### **6.3 Educational Planning and Course Selection**

Educational Planning and Course Selection at William Academy is done in consultation with the student's mentor teachers and guidance counselors to determine a suitable career and education path for the students. The guidance counselors and the teachers continually reassess student's needs and make the necessary adjustments to their pathway plan. Students are encouraged to review and revise their Individual Pathway Plan (IPP). Parents are welcome to attend all guidance meetings and translators are available upon request.

The guidance counselors will help the students to identify their interests, learning styles and skills, research the available programs on the Ontario universities website, review the requirements for the programs and finally select the best programs for them. Upon the request of parents/ guardians, a copy of the course selection is available for the parents to pick up or it will be mailed or emailed to them.

### **6.4 Academic Intervention Programs**

William Academy offers a wide range of tutorial programs to the students. When students enroll, they are assigned a mentor teacher who does target setting with them based on their personal and academic goals. Student progresses are monitored throughout the school year, and monthly reports are provided to the principal and parents. Based on these reports, students may be encouraged to avail themselves of tutorial or remedial programs to improve their learning and understanding of the course content.

Students who are at risk of not graduating are reported to the principal and the guidance counselors will form an assistance team that is comprised of the administration, guidance, and teachers. Together they will explore options for more learning for the students. The team continues monitoring the student's progress and modifies the success plan for them (if necessary) so that they can graduate in time.

### **6.5 Supports for English Language Learners**

William Academy is happy to offer the English classes for English Language Learners out of the school hours. This can be in the form of tutoring or English classes during the weekends. Guidance counselors are available to help with integration of the ESL students into the community. Also, the school organizes field trips and cultural events with the same purpose.

## **7. Student's Roles and Responsibilities**

### **7.1 Code of Conduct**

William Academy provides a learning environment designed to meet individual needs, promote personal development and social growth. Every member of the school's community has the right to work, learn, and play free from the disruption of others. Our School's Code of Conduct outlines the school's behaviour expectations.

Through the implementation of the Code's rules and regulations, we foresee a harmonious and positive atmosphere, where teachers and non-teaching staff act as positive role models for the students, treating them with care and respect. Our students are expected to behave in the same manner, exhibiting traits such as courtesy and consideration for others, personal and intellectual honesty and a respect for the rights and property of others. Self-discipline and the willingness of the student to accept responsibility for the consequences of their actions and conduct are fundamental to the Code. Every student will be given a complete and updated Code of Conduct at the beginning of every school year. All students and parents are required to read through the document and their signature indicates their acceptance of the rules outlined in the Code. Some examples of rules are as follows:

At all times students shall:

- Respect others.
- Behave and be polite in and around the school, exhibiting courtesy.
- Behave calmly and never resort to violence.
- Respect the physical condition and cleanliness of the property of others.
- Start school on time at the scheduled start of the day and be on time for each period during the day
- Tell the truth and accept responsibility for own actions and follow the instructions given by teachers
- Immediately bring to the teacher's attention any verbal or physical action or conduct which violates the Code of Conduct.

William Academy has a Zero Tolerance towards the possession or taking of alcohol or illegal drugs, fighting, bullying, and any form of harassment. Violations may lead to a report to the authorities and/or suspension/expulsion from school.

It is the duty and responsibility of the Principal of the William Academy to enforce the consequences when people do not obey the code of behavior expected of all people within our school community. A full version of the school's policy and procedures document is available at the school.

## **7.2 Online (Virtual) School Code of Conduct**

### **7.2.1 Online Safety**

All members of the online community must:

- Never reveal personal information such as name, address, age to any member of the online community or on the online platform.
- Never reveal someone else's personal information without consent and without knowledge that the information will not be used inappropriately.
- Never share audio recordings, video recordings, pictures of online classroom sessions, or material posted on the online course platform without explicit instruction or permission from the teacher.

### **7.2.2 Expected Behavior**

All members of the online community must:

- Demonstrate respect towards others in the online community.

- Be multiculturally sensitive and respect the differences among members.
- Respect the rights of all members of the online community.
- Express a cordial tone in their communication with other members of the online community
- Refrain from using offensive language in any interactions with members of the online community.
- Maintain the online learning environment free of noise, spam, and other factors that impede meaningful engagement with course content and members of the online community.

All students must:

- Attend online sessions punctually and consistently.
- Engage meaningfully with the learning program.
- Refrain from using online resources that may render the student guilty of academic dishonesty.
- Report to the teacher any circumstances that can affect the student's performance in the course.
- Dress appropriately for virtual meetings.

### **7.2.3 Unacceptable Behavior**

All members of the online community must not:

- Participate in actions that are motivated by hate.
- Discriminate against other members of the online community.
- Engage in behaviors that can be considered to impede the operations of the online school, or that that reflect negatively on the moral tone of the school.
- Share login credentials with each other or anybody else outside of the online school community.
- Distribute course content.
- Participate in the viewing or sharing of obscene material.
- Use the online platform for purposes other than completion of the course expectations.
- Use the online platform for religious or political purposes.
- Record teachers or classmates.
- Engage in *Academic Dishonesty*.

### **7.3 Attendance and Late Policy**

Students in Ontario are required to attend school on a full-time basis until they are 18 years of age or have obtained an OSSD. Regular attendance in any learning environment is also vital to school success. Students who do not participate in their course regularly will diminish their learning experience. Persistent absenteeism makes it difficult for the student to demonstrate achievement of the curriculum expectations. Attendance will be closely monitored by the teachers and guidance counselors. It is recorded on the attendance sheet in the teachers' binders. Persistent absence and lateness will result in conferences with the student and parent and may result in suspension, withdrawal from the course or expulsion from the school. Procedures are described in the school's Policy/Procedure Manual.

#### **Attendance Recording Policies and Procedure:**

- Parents/Guardians are required to inform the school if students will be absent or late. Calling in all absences or late is essential to students' safety and the daily operation of the school.

- An excused late/absence is defined as a medical appointment or other event of that status. All other late/absence is considered unexcused. The School has the right to request that students and parents account for late and absences in a satisfactory manner.
- Teachers are required to take the attendance at the beginning of each class. The office staff will phone the students right away if they are late or absent. Guidance counselors will also contact parents of students who are chronically late or absent.
- Students should arrange with teachers to catch up on missed lessons.
- The principal will make the appropriate levels of contact with the student and parents following prolonged absences.
- Teachers report the recurring absences to the guidance office. Absences which add up to 6 hours will result in verbal warning, a written warning after 12 hours. At 22 hours, the student will meet the guidance counsellors for advice regarding staying in the course or dropping it. During this meeting the onus will be on the student to assure the guidance counsellors/principal and the teacher that the absenteeism will cease.
- Students may have an opportunity to make up hours and missed tasks/assignments at the discretion of the teacher/principal.

### **7.3.1 Online School Attendance (Pre-recorded courses)**

While the function and appeal of online education is the autonomy and flexibility that it provides the students, online classes still require a consistent and reliable rate of work.

The course should begin soon after enrollment and the student should be involved in a flexible but steady and consistent rate of work. The reasons for this are as follows.

- Students might require a grade soon after completion, but there is no guarantee that the grade can be delivered on time if the student does not provide the teacher with sufficient time to assess their work properly.
- There is a low chance of successful completion if the student begins too late into the 6 months.
- Students that do not begin their course early on without supervision or notices of attendance might not finish their course.
- Student learning is impacted if learning and progress are sporadic instead of measured and consistent.
- Parents might want security and updates with regards to their student's progress.
- Most importantly, we want all students at William Academy to have an enriching experience and to be accomplished students.

Keeping these considerations in mind, William Academy's attendance policy with respect to the Online School Operation is as follows.

Attendance will be tracked by each teacher through the student log and course activity. Student logs are available in each course site. Students are expected to continually update their student logs while progressing through the course. Student logs must be submitted at the end of each unit. Teachers must review and approve of student logs to allow students to continue to further units of the course.

Parents should communicate any expected extended absences from course activity to the teacher.

Attendance warnings explaining the consequences of late engagement with the course will be sent to parents and students, and the school coordinator will alert the principal if there has been no course activity for a consecutive period of 3 months.

#### **7.4 Internet Use Policy**

Students recognize that the primary purpose of Internet connections in a school is to enable students to do research and gather information for assignments. Therefore, whether in the classroom or the library, they will use the Internet for educational purposes only.

The following are the terms of agreement for using any connection to the Internet services of William Academy:

- Students will not seek out or transmit materials that are racist, sexist, pornographic, homophobic, or dangerous, that contain portrayals of illegal acts, or that are against any other school policy.
- Students will immediately report to a teacher the accidental discovery of any material mentioned above.
- To avoid possible computer viruses, students will not run any software on a school computer that has been downloaded from the Internet.
- Students will NOT give out personal information such as address, telephone number, or parents' work numbers without the permission of a teacher. In addition, students will not give out personal information about other people.
- Students will make sure that their communications online or using e-mail are research-related, respectful, responsible, and ethical.
- Students will not use the Internet in a way that would disrupt its use by other users. They will seek teacher permission before downloading files from the Internet. (e.g. downloading large files during peak times without permission, sending mass e-mail messages, annoying other users, etc.)
- Students will observe any rules that prohibit playing games on computers at the School. They will respect the rule differences in each of the computer lab areas in the school.
- Using any computer at William Academy is a privilege. Students agree to relinquish use of any computer workstation if asked to do so by a teacher.
- Students will not publish the school's name or any students' names on the Internet without express permission to do so either at school or through a private Internet connection.

The contravention to the internet policy may lead to a possible suspension or withdrawal of internet privileges in the school.

##### **7.4.1 Acceptable Use Policy**

The school reserves the right to monitor all material in any user account on the file server to determine the appropriateness of computer and system use when a challenge has arisen. The following processes have been put into place:

The Moodle Learning Management System at William Academy Online is intended for educational purposes only. Any use of any Learning Management System (LMS) tool within a course for any other

purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.

- Student access into the LMS is provided if the student follows the guidelines set by the school Principal, provincial, and federal laws
- If the LMS is used inappropriately or in a prohibited manner, including malicious LMS network damage or interference, the principal will be notified, and a discussion will take place with the student. The principal reserves the right to terminate registration if subsequent prohibited actions take place.
- It is important to be aware that activities in an online environment are not private
- The school reserves the right to monitor all material that is placed in a user's account and to remove it if deemed necessary

The security of the online environment is only as effective as the practices of its users. Therefore, it is important that the student user:

- Never reveals their password to their course or to any individual (except your parents/guardians)
- Immediately report to their principal any email or chat message which causes them concern or any message which requests inappropriate personal information from them.
- Never attempt to access unauthorized material or to impersonate another user
- Never attempt to vandalize, harm, or destroy data of another user
- Never attempt to vandalize the data of the course or school

## **7.5 Academic Dishonesty**

Plagiarism is considered a form of cheating. It is the act of taking the ideas or words of another and presenting them as your own. Examples of plagiarism include:

- failing to acknowledge a source used in researching an assignment.
- failing to footnote or endnote material directly taken from another source.
- completely “lifting” whole sections of someone else’s work.
- purchasing an essay and handing it in as your own work.
- copying assignments, graphics, work of peers, homework, published work (text, periodicals, pamphlets, and recordings), material from Internet websites.
- misrepresenting the ideas of others as your own.

## **Cheating**

Cheating is the act of using unauthorized materials and/or resources during tests, exams, or other Assessment of Learning tasks. Examples of cheating include:

- giving your own work to others
- using the work of others
- using unauthorized study aids
- copying the work of others on tests or exams

## **Responsibilities of the Teacher**

Teachers are expected to help students avoid plagiarizing by:

- defining the term and reminding them of it when setting out an assignment.
- giving them examples of what constitutes plagiarism.
- emphasizing the importance of using process skills to arrive at a product.
- teaching them research skills so they can avoid plagiarizing: note taking, paraphrasing, summarizing.
- teaching them proper formats for footnoting, end-noting, and bibliographies.
- teaching them organizational skills: finding and organizing information to build understanding of a topic.
- teaching them how to make an outline for a report or research essay.
- having them keep a learning log to reflect on what they learned through the process: how research and organizational skills helped with the project, how could the product be improved, how can the research and organizational skills be improved.
- assessing the process steps: notes, outline, summary, bibliography, drafts, etc.
- informing students of the consequences of plagiarism
- providing students with information about what constitutes plagiarism and cheating.
- designing evaluations which minimize the opportunities for students to plagiarize.
- monitoring the steps in the assignment process to ensure work is being done.

## **Responsibilities of the Student**

Students are expected to:

- Ensure they are aware and understand the school's plagiarism/cheating policy.
- Complete all assignments on time, with care, and without copying the work of another.
- Complete the steps of the assignment process and submit all rough work.
- Do not distribute work to others for the purpose of allowing them to copy it.

The onus of proof is on the student to verify that his or her assignment is the result of his or her efforts alone.

### **7.5.1 Cheating and Plagiarism for the Online Context**

Academic honesty is critical in any learning environment and educational institution; however, it is rightly perceived to be a fundamental issue especially for an online environment, where communication between student and teacher is indirect and more reliant on the written word of the student.

Unlike a classroom setting, where the teacher can observe students write their submissions, an online environment does not share this characteristic. For a teacher to evaluate a student's work properly and



objectively, the teacher must be sure that it is the student's own. Therefore, William Academy has set up well-defined, articulated policies and a culture of prevention to avoid such scenarios.

As per 7.5, **Cheating** is the act of using unauthorized materials and/or resources during tests, exams or other Assessment of Learning tasks. Examples of cheating include:

- giving your own work to others
- using the work of others
- using unauthorized study aids
- copying the work of others on tests or exams
- **Particularly important for online:** paying for services, using tutor's work as your own work, or having tutors extensively edit work rendering it a collaborative effort.
- **Particularly important for online:** using unauthorized materials during Unit Tests.
  - **Note:** Cheating on unit tests is not only identifiable, but it also impedes successful completion of a course as the Final Exam will be monitored.

**Plagiarism** can be defined as: using someone else's words, ideas, or thoughts as if they were your own. Plagiarized material may be an entire paper, a paragraph or even a single sentence. Teachers expect, without exception, that all students will use their own words and do their own work when submitting online assignments. Where you have used ideas or information from another source, you should name the source of that information in a bibliography.

**Especially for the online context**, students should not copy & paste someone else's words, ideas, or thoughts as if they were their own from sites such as SparkNotes, E-notes, and other reliable/unreliable sources.

The use of reliable and informative sources are encouraged; but students should be aware that these sources do not constitute an exhaustion of knowledge or activity, these sources serve merely as starting points for the students' own research or development of ideas. Teachers and the assignments provided will specify the expectations with respect to the number of sources used and the proportion of their incorporation into assignments.

Students should be especially aware that teachers are experienced and can often easily identify when writing is not the student's own. Student should be aware that their work will be reviewed with plagiarism detectors if any suspicions arise, and regularly if there has been antecedent plagiarism and cheating.

### **Consequences, for both Online and On-site incidents**

Depending on the severity of the incident, the consequences for plagiarism or cheating will reflect a continuum of behavioural and academic responses, based on at least the following four factors:

- grade level of the student
- maturity of the student
- number and frequency of incidents
- individual circumstances of the student

### **Procedure**

Plagiarized assignments will be given a mark of zero and parents will be notified.

- **1<sup>st</sup> offence:** Informing the principal, possible zero as a placeholder (at teacher's discretion after consulting with the principal), home contact, if necessary.
- **2<sup>nd</sup> offence or more:** Informing the principal, zero as a placeholder, meeting with principal and the details of the plagiarism will be recorded by the guidance counselor.

Students who are guilty of cheating on tests or examinations will receive a mark of zero on the test or examination. To prevent cheating and Plagiarism, teachers talk about them at the beginning of the semester and familiarize the students with the importance of acknowledging the work of others as well as the consequences of plagiarism and cheating.

\*It is important to understand that cases of plagiarism and/or cheating are cumulative. If a student is officially caught cheating in one course and then is caught plagiarizing in another course, the plagiarizing offense will be considered as the second offense overall.

## **Appeal**

Students may appeal the teacher's decision to the principal after discussion with the teacher.

## **7.6 Safe School Environment**

- William Academy is determined to provide and maintain a safe environment in which learning can occur. Protection of a person's dignity and self-esteem is critical.
- All students are expected to treat people with mutual respect, courtesy, and consideration. Profanity will not be used in any of the communication.
- All students will accept the authority of the teachers and all teachers will demonstrate respect for all students.
- Threats, remarks, abuse or harassment by any individual which impairs the health and welfare of any student or staff member is not permitted and is to be reported to the principal immediately. The principal will discipline the student using a variety of means including counseling, contacting the home or suspension from the course.

## **7.7 Late Assignments**

In accordance with the Growing Success document, it must be made clear to students early in the school year that they are responsible not only for their behavior in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

Where in the teacher's professional judgement it is appropriate to do so, several strategies may 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 about due dates and late assignments, and scheduling conferences with parents 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;
- reviewing whether students require special education services;
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;

At William Academy, teachers monitor students' submissions and make students aware of the necessity of submitting work on time. This may entail meeting with the principal to discuss the importance of meeting deadlines, informing parents/guardians or any other methods that will further student's success. In terms of online submission, it is the students' responsibility to inform the teacher if they encounter technical difficulties.

## **7.8 Other ways of earning credits through learning opportunities**

### **Summer School**

Summer school is open to the students who need courses to free up timetable space for next year or upgrade their marks or complete their diploma for post-secondary pursuits. The classes run every day for four weeks. Information about the summer school and registration procedures can be obtained in the guidance office each spring.

In case the requested courses are not offered at William Academy, the guidance counsellors help the students by introducing the options they have in other schools whether on-site or online schools.

### **7.9 Intervention strategies, supports, and programs for student success, including for students at risk of not graduating**

Students at risk of not graduating benefit from early identification and intervention. The school keeps student profiles containing information regarding academic learning skills, at-risk behaviours, strengths, needs, and suggested learning strategies. Teachers and guidance counsellors identify at-risk students based on indicators such as credit accumulation, grades, attendance, suspensions, and EQAO results. They will then consult the principal to review the student's strength and needs and choose the strategies

that help these students most. The student's progress will be monitored on an ongoing basis and adjustment will be made to the support strategies if necessary.

### Special Education

Not applicable.

Reporting Calendar 2024-2025	
Grade 9-12 Credit Courses	
<b>SEMESTER 1: September 4, 2024-October 30,2024</b>	
<i>First Reporting Period: September 4, 2024-October 1, 2024</i>	
<i>Second Reporting Period: October 2, 2024-October 30, 2024</i>	
Number of Instructional Days per course:	37 Days
Number of PD Days for Semester 1:	1 Day (August 29)
Instructional Hour per Day:	3 Hours
Number of Scheduled Exam Day:	2 days (October 29 & 30, 2024)
Report Card Distributions for Semester 1:	October 1 & 31
Total Hours:	111 hours
<b>SEMESTER 2: November 4, 2024-January 9, 2025</b>	
<i>First Reporting Period: November 4, 2024 - November 28, 2024</i>	
<i>Second Reporting Period: November 29, 2024 - January 9, 2025</i>	
Number of Instructional Days per course:	37 Days
Number of PD Days for Semester 2:	1 Day (October 31 <sup>st</sup> , 2024)
Instructional Hour per Day:	3 Hours
Number of Scheduled Exam Day:	2 days (January 8 & 9, 2025)
Report Card Distributions for Semester 2:	November 28; January 10, 2025
	111 hours
<b>SEMESTER 3: January 13, 2025-March 6, 2025</b>	
<i>First Reporting Period: January 13, 2025-February 6, 2025</i>	
<i>Second Reporting Period: February 7, 2025-March 6, 2025</i>	
Number of Instructional Days per course:	37 Days
Number of PD Days for Semester 3:	1 Day (January 10, 2025)

<b>Instructional Hour per Day:</b>	3 Hours
<b>Number of Scheduled Exam Day:</b>	(2 Days) March 5 & 6, 2025
<b>Report Card Distributions for Semester 3:</b>	February 6, 2025; March 7, 2025
<b>Total Hours:</b>	111 hours
<b>SEMESTER 4: March 17, 2025-May 13, 2025</b> <i>First Reporting Period: March 17, 2025-April 10, 2025</i> <i>Second Reporting Period: April 11, 2025-May 13, 2025</i>	
<b>Number of Instructional Days per course:</b>	37 Days
<b>Number of PD Days for Semester 4:</b>	1 Day (March 7, 2025)
<b>Instructional Hour per Day:</b>	3 Hours
<b>Number of Scheduled Exam Day:</b>	2 Days (May 12 & 13, 2025)
<b>Report Card Distributions for Semester 3:</b>	April 10, 2025; May 14, 2025
<b>Total Hours:</b>	111 hours