



***HOME OF ACADEMIC AND SKI RACING EXCELLENCE***

*Dedicated young people enter the doors of the National Ski Academy and with our support and programs, these student athletes become accomplished ski racers, enlightened students, and tomorrow's leaders.*

**2020-2021**

**National Ski Academy  
School Course Calendar &  
Academic Program Guide**

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# **THE NSA PROGRAM OVERVIEW**

## **1. ACADEMICS**

NSA offers a comprehensive academic program structured not only to prepare and ready student athletes for postsecondary study, it is also designed to encourage the development of a growth mindset, and to acquire critical thinking and problem-solving skills so as to make ethical and reasoned decisions. Of equal importance is to instill an appreciation for essential learning skills and work habits of responsibility, organization, collaboration, initiative, self-regulation and independence in learning. These are all 21<sup>st</sup> century learning skills that will serve the student athletes throughout their time at the Academy and beyond: wherever their interests, passions and talents take them.

Given the nature and timing of the academic environment at the NSA, and that feedback is essential for student learning, student athletes must submit all course work in a timely fashion. Ability to meet deadlines is a strong indicator of one's learning skills and work habits, as well as individual strengths and areas for growth. Student athletes', who experience difficulty in meeting their academic commitments, may have their ability to participate in dry land training, training camps or race programs suspended so they can focus on the completion of the required work. The NSA Study Hall exists to support student athlete learning.

### **EVENING STUDY HALL**

Study Hall runs on different days each Quad, typically for a one to two-hour block. Some Study Hall sessions are subject-specific (i.e. mathematics). Student athletes are expected to be in Study Hall when it is scheduled.

Requests for an absence can be made to the Study Hall Supervisor who insures that student work is completed. Early dismissal may be permitted if all assigned work is completed satisfactorily and with approval of the Study Hall Supervisor. Senior students (grade 12) may be given the option to study in a location other than the supervised Study Hall. Teachers and/or Study Hall Supervisors will report any concern of significance to the Head of School who may decide to contact parents.

### **ATTENDANCE/LATES**

Arriving to class on time, prepared and ready to learn is a demonstration of respect for the school and the classroom teacher. Any student who is late to class should supply an explanation to the teacher and be admitted to class. The teacher will mark the student late for attendance purposes. Students who miss more than half of the period are marked as absent. If a student has an unexplained late the subject teacher will:

- Counsel the student
- Develop a plan to keep academic work up to date
- Engage in a dialogue with the Head of School
- Administer consequences
- After interventions above, the teacher may refer on-going lateness issues to the Head of School.
- Head of School will involve parents in further addressing the situation
- Subsequent consequences may include one or more of: restricted attendance tracking, behavior agreements, parent/guardian/student meeting, suspension

Ontario Ministry of Education Act: As of December 20, 2006, all students under 18 years of age, are required to be in attendance at school unless they have already graduated or are otherwise excused from attendance at school.

## **ACADEMIC TOOLS**

All student athletes are required to provide a personal electronic device (e.g. laptop computer or tablet) in good working order that will allow them to access, complete and print academic work.

It is the student athlete's responsibility to ensure they have appropriate software applications to support academic course work, including Google Classroom. All students will have access to Microsoft Office 365 software that includes, at a minimum, Word, Excel, Powerpoint, OneNote and Microsoft Teams.

Specific courses may have additional requirements (i.e. graphing or scientific calculator).

The NSA provides wireless internet service from 7am to 10:00pm that provides connectivity to classroom areas and most bedrooms.

## **ASSESSMENT AND EVALUATION:**

As educators, we are required to adhere to the policies identified in the Ministry of Education's 2010 publication entitled *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. All teachers employed by the NSA will include assessments for, as, and of learning (both formative and summative evaluation). Assessments of learning will provide the basis of the student athlete's grade in each course. 70% of the grade is based on assessment and evaluation conducted throughout the course, and 30% of the grade comes from a final summative evaluation, which is designed to determine achievement of course expectations.

Attendance at evaluations is compulsory. Students who are unable to write or miss an exam at the designated time due to reasons other than illness or legitimate and verified extenuating circumstance, will receive zero for the evaluation. In the case of illness, the student athlete must have medical documentation that clearly outlines the reason for the absence, date student athlete was seen for treatment, and expected duration of absence. In the case of an extenuating circumstance to be considered a legitimate, verified absence, approval must be given by the Head of School. When the evaluation is determined to be required to complete, the Head of School will determine the date and timing of the makeup evaluation.

## **LATE POLICY**

Late or Incomplete course assignments not submitted at the designated time/due date will be subject to a 10% late penalty, applied immediately. For each successive day (24-hour period), to a maximum of five days, an additional 10% deduction per day will be applied. After the fifth day, the teacher is not obligated to mark the work, although formative feedback will be provided, and typically a mark of "zero" will be applied.

Student athletes are reminded it is their responsibility (not a parent's) to discuss (preferably in person) with the teacher *in advance* of a test or an assignment due date if they anticipate a challenge with meeting the timeline. Extenuating circumstances or illness for late work, missed tests will be reviewed on an individual basis.

## **ACADEMIC RESULTS:**

There will be one formal reporting period to parents each Quadmester. Teachers will connect by email to all parents and communicate based on need and request.

**An overall academic average of 70% or better is expected in order to qualify for a full racing program and attendance at racing camps.**

The Head of School and Board are given anonymous statistical reports on the academic progress of NSA student athletes to ensure that policies and procedures are in place.

**Academic achievements are acknowledged at the annual closing graduation celebration and are cited on plaques found in the lower foyer of the building.**

## **ACADEMIC HONESTY**

As is in keeping with the Code of Conduct and Guiding Principles, honesty and integrity are fundamental tenets of the NSA, and student athletes are expected to uphold and be held to the highest standards of conduct in all academic endeavours. It is the NSA's responsibility to help student athletes recognize and understand that academic integrity is enduring and a key component to academic success both now and in the future. Academic honesty requires the student athlete to present and demonstrate their own learning, knowledge and skills. Academic honesty also requires the student athlete to appropriately cite and/or acknowledge their use of any and all intellectual and/or creative expression and/or material contribution of others. *At the postsecondary level, committing an academic honesty offense will compromise the individual's grade and academic standing and may lead to expulsion from the institution.*

Cheating, plagiarism and all other forms of academic dishonesty are considered serious violations as they undermine the integrity and spirit of the learning community at the NSA.

## **CHEATING**

Any form of deceit in one's academic work is considered cheating and consists of (but not necessarily limited to):

- Using unauthorized notes or other aids in a test or exam, or copying from or be influenced by another individual's work during an assessment or evaluation of any format;
- Giving unauthorized aid to another individual;
- Gaining excessive aid or assistance from another individual for any course related work, including take-home tests;
- Allowing another individual to copy or use one's homework, assignment, exam, test, or quiz;
- Misuse/unauthorized use of technology, including, but not limited to, smart phones, iPods, calculators, laptops, tablets;
- Submitting the same work for credit in more than one course without prior permission from the teacher(s);
- Use of translation of texts studied in class or translation software without the permission of the teacher.

## PLAGIARISM

Plagiarism is the unacknowledged use of another's words, research, ideas or arguments. It is a form of theft and consists of (but not necessarily limited to):

- Paraphrasing and/or summarizing material, research or ideas from any source without appropriate acknowledgement and citation; quoting material without proper quotation marks
- Submitting work as one's own, for which any portion was written and/or created by someone else;
- Translating material from one language to another without citation.

Note: The evolution of technology has led to readily available access to information, data, articles, etc. via the Internet. It is vital that student athletes recognize that these sources must be fact checked, referenced and cited in the same way as would be expected from traditional sources such as written texts. Teachers may use a plagiarism prevention and detection tool such as "Turnitin", if they have concerns regarding the authenticity of some or all of a student athlete's submitted work.

All student athletes are responsible for being familiar with and conforming to the NSA's expectations for Academic Honesty. These principles are in place to support the academic integrity of learning and the development of academic responsibility and work habits. Academic indiscretion or violation of academic honesty will trigger a disciplinary response. Appropriate sanctions will be determined and applied after careful review of the nature, severity and mitigating factors of the incident by the Head of School. Parents will always be notified.

### Typical investigation process and consequences, should an incidence of academic dishonesty arise:

- The teacher will inform the Head of School to determine the appropriate course of action
- The teacher will inform the student athlete of his/her concerns which provides an opportunity for the student athlete to respond to the concerns.
- The teacher will ask the student athlete if he/she would like the opportunity to inform their parents first of the incident, prior to the teacher calling the parent/guardian to inform them of the incident and reviewing the information revealed and discussed during the meeting

As determined appropriate by the teacher/Head of School, the student athlete may be permitted to do any or all of the following:

- have the student athlete revise the assignment, in whole or part;
- have the student athlete complete another assessment; and/or
- assign a mark of zero on the evaluated work but being afforded the opportunity to redo for formative feedback to support learning.

The incident will be documented and a record of the incident will be placed in the student athlete's communication file. In addition, after careful review of the nature, severity and mitigating factors of the incident, the student athlete will be placed on a step(s) from the NSA's Discipline Response.

*If a student is placed on Conduct Probation, Suspended or Expelled, the NSA is responsible for, and will provide, full disclosure reporting to any further academic institutions, including at the postsecondary level. The Head of School reserves the right to dismiss a student athlete at her discretion.*

## 2. ATHLETICS

The NSA recognizes that the athletic component is not the only key to developing and retaining promising and committed student athletes. This is reflected in the Academy's initial mission statement and remains unchanged. By incorporating program elements that integrate and address the broader needs of the student athlete including academics, fitness, psychological training, and a home base that includes a gym and boarding, the Academy experience is designed to develop the whole person to maximize and realize each individual's potential and to sustain performance in a highly competitive and challenging environment.

Academic course delivery is integrated with the NSA's supervised fitness and injury prevention program, training and racing program. The specific year-round fitness programs are designed to develop the student athlete and address individual needs as well as to provide nutrition education. Even when out-of-town for races, arrangements are made for scheduled physical training.

NSA Fitness Testing for all student athletes will be scheduled typically 3-4x per year. Specific dates and timing of these mandatory testing sessions will be communicated to the student athletes and parents by the NSA Athletic Director and/or the FIS or U16 coaches.

### **DAILY ATHLETIC SCHEDULE:**

Attendance at NSA conditioning (dryland) sessions is **MANDATORY** for all NSA student athletes. It is the responsibility of each student athlete to fully and actively participate in this program to ensure optimal on-hill performance and injury prevention.

For all NSA Boarders, the daily athletic schedule calls for a warmup activation every morning before breakfast. Day student athletes are also strongly encouraged to engage in personal daily morning warmup activation. Day student athletes are welcome to join the Boarding warmup program if they so choose.

#### *Pre/Post Competition Seasons*

All student athletes have at least one conditioning and activity block scheduled Monday to Friday unless otherwise posted in advance.

#### *Competition Season*

Conditioning sessions will be determined and scheduled by respective team coaches.

For all on-hill ski training and racing sessions, student athletes are responsible for ensuring that all of their equipment is well-tuned and in good condition, daily, prior to leaving for the hill.

Conditioning (dryland) and on-hill sessions are components of the NSA Health and Physical Education program. Student athletes are expected to arrive on time and be prepared (equipment, attire etc.) for all sessions.

## **NSA PROGRAM PARTICIPATION**

All NSA student athletes are required to be in full attendance *from the beginning of their first athletic or academic morning commitment until the conclusion of their final commitment* (e.g. end of the academic, training or race day).

### **MISSED PROGRAM PARTICIPATION/ATTENDANCE:**

On time attendance is required at all times for any NSA program: class, training, race, or other activity required of NSA student athletes. It is inherent to a student athlete's performance, and to meet their obligations and requirements, that attendance is necessary to fulfill NSA commitments.

Parents are expected to support the school at all times through ensuring that their children attend all NSA classes and commitments. From time to time, there may arise acceptable reasons for absence, which may include illness, injury, religious holidays and appointments. If a student athlete will miss any NSA activity, it is the parent's responsibility to report this in a timely and proper fashion before the activity to:

- The Head Coach and conditioning coach on schedule (if athletic activity);
- The NSA office and Head of School about missed classes;
- The House Supervisor or Office Staff (during the day) for any other activity and if the Head of School is unavailable.

Family trips or holidays scheduled during academic blocks are not considered an acceptable reason for absence.

It is recommended that vacations and absences take place during scheduled breaks as most of the learning activities that take place in the classroom cannot be replicated when a child is absent and we do not expect teachers to provide extra programming or work during extended breaks. We know that we can minimize gaps in learning by providing a work period each day that includes reading, writing, and math. The National Ski Academy cannot grant approval to be absent, but simply records parental/guardian intent to have the student discontinue attendance.

*NOTE: Any extended absence requested during an academic block must be pre-approved by the Head of School.*

Parents/Guardian must complete an Extended Absence Form if the student athlete will be missing more than 3 consecutive days of class.

In the case of:

NSA Boarders: Parents or legal guardian, Athletic Director or Head of School may excuse a student athlete - the absence must be reported to the NSA office each day it occurs.

Day Student Athletes: only the parents or legal guardian may report the absence on the day it occurs.

## **SCHOOL YEAR:**

The NSA schedules are developed and implemented with the goal of optimizing each student athlete's academic and ski racing development. To that end, one subject is completed exclusively during the Quad 3 ski season

**Quad 1** - August 17 – September 4, 2020

**Quad 2** – September 8 – October 30 (FIS); September 8 – November 6 (U16) 2020

**Quad 3** – January 4 – April 1, 2021

**Quad 4** – April 12 – June 23, 2021

## **TYPICAL COURSE FLOW CHART FOR THE NSA++**

Postsecondary career counseling and development of a four-year plan of course completion that begins in grade 9 and is refined in subsequent years to graduation.

<i>1<sup>st</sup> Year Choices (Grade 9)</i>			<i>2<sup>nd</sup> Year Choices (Grade 10)</i>	
<b>OSSD category</b>	<b>Customary</b>		<b>OSSD category</b>	<b>Customary</b>
compulsory	English 9		compulsory	English 10
compulsory	Math 9		compulsory	Math 10
compulsory	Science 9		compulsory	Science 10
compulsory	Canadian History or Geography		compulsory	Canadian History or Geography
compulsory	French 9		recommended	French 10
compulsory	Health & Physical Education 9		automatic	Health & Physical Education 10
compulsory	Art 9		compulsory	Civics/Career Studies
elective			elective	

<i>3<sup>rd</sup> Year Choices (Grade 11)</i>			<i>4<sup>th</sup> Year Choices (Grade 12)</i>	
<b>OSSD category</b>	<b>Customary</b>		<b>OSSD category</b>	<b>Customary</b>
compulsory	English 11		compulsory	English 12
compulsory	Math 11		recommended	Math 12 Advanced Functions
compulsory	*1 of biology 11, chemistry 11 or physics 11		elective	*
recommended	*1 additional gr 11 science		elective	*
recommended	Social Science, Can. & World Studies or Business		elective	*
automatic	Health & Physical Education 11		automatic	Health & Physical Education 12
elective	*		elective	*
elective (rare)			elective (rare)	

\* Choices based on Postsecondary Program prerequisite requirements

++While the NSA will strive to provide students with their choice of academic program; however, due to insufficient enrolment interests, staffing considerations or scheduling constraints, some course offerings may not be possible.

## ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

The Ontario Secondary School Program is designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives in the 21st century. The program will prepare students for further education and work, and will help them to become independent, productive, and responsible members of society. It is a requirement of the Ministry of Education that students remain in secondary school until the student has reached the age of eighteen or has earned an Ontario Secondary School Diploma (OSSD).

The graduation requirements emphasize a challenging and high-quality curriculum and the achievement by students of measurable results. In keeping with the emphasis of high standards, students are required to successfully complete the provincial secondary school literacy test to graduate. To ensure the students develop awareness of civic responsibility they must also fulfill a community involvement requirement of 40 hours to qualify for the Secondary School diploma.

Ontario Secondary Schools, Grades 9 – 12: Program and Diploma Requirements, 1999 (OSS) sets out the policies and requirements that govern the program in English-language secondary schools in Ontario. It outlines the policies of the Ministry of Education for programs in Grades 9 to 12, including the requirements for the awarding of the Ontario Secondary School Diploma (OSSD).

The Minister of Education, on the recommendation of the Head of School, awards the Ontario Secondary School Diploma to a student who has earned a minimum of 30 credits as outlined below.

### REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

In order to earn the Ontario Secondary School Diploma, a student must successfully complete:

- 18 compulsory credits
- 12 optional credits
- 40 hours of community involvement activities
- The Ontario Secondary School Literacy Test (OSSLT)

#### ***COMPULSORY CREDITS:***

Students must earn the following 18 compulsory credits in order to obtain the OSSD

4 credits	English (1 credit per grade)
1 credit	French as a second language
3 credits	Mathematics (at least 1 credit in (Grade 11 or 12)
2 credits	Science
1 credit	Canadian Geography
1 credit	Canadian History
1 credit	Arts
1 credit	Health and Physical Education
.5 credit	Civics
.5 credit	Career Studies

**AND one** additional credit **from each** of the following three groups:

#### Group 1

English OR French as a Second Language\*\*, or a Native language, OR a Classical or and international language OR Social Science and the Humanities, OR Canadian and World Studies OR Guidance and Career Education, OR Co-operative Education\*

#### Group 2

Health and Physical Education, OR the Arts OR Business Studies, OR French as a Second Language\*\*, OR Co-operative Education\*

#### Group 3

Science (Grade 11 or 12,) OR Technological Education (grade 9-12) OR Computer Studies (Grade 11 or 12), OR French as a Second Language\*\*, OR Co-operative Education\*

#### ***OPTIONAL CREDITS:***

In addition to the 18 compulsory credits, students must earn **12 optional credits** selected from the courses listed in the school course calendar.

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

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

Information on *What do you need to graduate?* can be accessed from the Ministry of Education website at: <http://www.edu.gov.on.ca/extra/eng/ppm/graduate.html>

## **The Ontario Secondary School Certificate**

The Ontario Secondary School Certificate (OSSC) will be granted on request to students who leave school before earning the Ontario Secondary School Diploma and who have earned a minimum of 14 (7 compulsory and 7 optional):

### **COMPULSORY CREDITS (7)**

- 2 credits in English
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Canadian Geography or History
- 1 credit in the Art (Art, Music or Drama) or Technological Education
- Optional Credits (7)
- 7 credits by the students

## **The Certificate of Accomplishment**

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing the achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript.

Students who return to school to complete additional credit and non-credit courses will have their transcript updated accordingly, but will not be issued a Certificate of Accomplishment.

## **CREDIT DEFINITION**

A credit is granted to a student in recognition of successful completion of a course for which a minimum of 110 hours has been scheduled. Credits are granted by a Head of School on behalf of the Minister of Education and Training for courses that have been developed or approved by the ministry. For the purpose of 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 and activities and/or through community placements related to work experience and cooperative education.

## **THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)**

All students are required to meet the secondary school literacy graduation requirements in order to earn an Ontario Secondary School Diploma. The OSSLT is the usual method for assessing the literacy skills of students in Ontario. The test is based on the Ontario Curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9.

The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation.

The test is scheduled once a year by the Ministry of Education and is typically in the spring of a student's grade 10 year. Students who are English language learners may be entitled to special provisions. The Head of School may grant a deferral of the OSSLT. Deferrals are intended for students who are working towards the completion of the OSSD and have not yet acquired a level of proficiency in English that would allow for successful completion of the test. Deferrals will be considered in individual circumstances. Criteria for deferral as articulated in the EQAO Guide for Accommodations, Special Provisions, deferrals and Exemptions and Ontario Kindergarten to grade 12, Policy and Program Requirements 2011. The consideration for a deferral may be initiated by a parent or by the Head of School. The Head of School will decide, in consultation with the student's parent/guardians and appropriate school staff. A letter outlining the reason for the deferral will be sent home with the student for the parent/guardian signature in advance of the test. A student who is deferred must successfully complete the literacy test requirement in order to earn an OSSD.

A student may only be exempted from the test if he/she is not working towards an OSSD.

Successful completion is noted on the student's OST and the official record is maintained in their OSR. Parents will receive written notification of test results. In the event of an unsuccessful result, remedial support will be made available for students to prepare for the next literacy test.

If a student has had two opportunities to take the OSSLT and is unsuccessful, the student is eligible to enroll in the Ontario Secondary School Literacy Course (OSSLC). Students who pass the course are considered to have met the literacy graduation requirement. This course will not be offered the NSA.

## **40 – HOUR COMMUNITY INVOLVEMENT**

Every student who began secondary school during or after the 1999-2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD).

### **PURPOSE**

We envision student athletes who pursue academic and athletic excellence, demonstrate a global perspective and community responsibility. The purpose of the student community involvement requirement is to encourage students to:

- develop a generous and compassionate response to the local community and to the world
- foster an awareness and understanding of social and civic responsibility
- experience and celebrate the contributions they can make in supporting and strengthening their communities

The student community involvement activities must total a minimum of 40 hours and must be completed to be eligible for the OSSD

- As of July 2011, a student can begin to fulfill this requirement in the summer he/she is entering grade 9
- The activities must not be part of a credit course
- Student community involvement activity must be completed outside of scheduled class time
- The activities must be unpaid
- “Volunteer” is not necessarily “community service”
- Volunteer work conducted in a commercial setting does not qualify as community service
- Students cannot volunteer at a place of business by working for “free”
- A single forty-hour activity or a series of shorter-term activities may be undertaken. However, students are encouraged to participate in the community involvement component over the course of their secondary school career
- Students must submit updated records of their completed activities as they are done, or by the date requested at the NSA

#### **ELIGIBLE COMMUNITY INVOLVEMENT ACTIVITIES:**

The following guiding principles, read in conjunction with the list of the ineligible activities, are intended to assist the student athletes and the parent(s)/guardian(s) to determine whether a planned activity is acceptable for the completion of the community involvement requirement.

#### **GENERAL PRINCIPLES:**

- Fundraising – includes canvassing and assisting with the organization of events for the benefit of the community, such as walkathons, celebrity games, gala events, bazaars, etc.
- Sports/recreation – includes coaching and helping to organize tournaments, sporting events, track meets and summer games or volunteering as a leisure buddy or pool assistant
- Community Events – includes helping to organize winter carnivals, parades, and summer fairs
- Community Projects – includes participating in organized food drives; or support services for community groups
- Environmental Projects – includes participating in community clean-up, flower/tree planting, recycling, and general beautification projects and activities
- Volunteer Work with Seniors – includes assisting in a seniors’ residence, e.g. – serving snacks, helping with activities, partnering, or participating in visiting and reading programs
- Committee Work – includes participation on advisory boards, neighbourhood associations, and regional associations
- Religious Activities – includes participation as a volunteer in church classes, children’s programs, and special events
- Youth Programs – includes volunteer assistance in the operation of youth programs such as Scouts, Guides, recreation centre activities, breakfast programs, March Break programs, summer playground activities

- Office/Clerical Work – includes volunteer activity in reception, computer work, and mailing for individuals or groups providing charitable or general community benefit
- Work with Animals – includes volunteer involvement with animal care or volunteer assistance at a local zoo or petting farm
- Arts and Culture – includes volunteer assistance at a gallery, performing arts production or program, or in a community library program
- Activities for Individuals – includes any volunteer activity that assists someone who requires the assistance with shopping, tutoring, snow removal, housekeeping, writing letters or transcribing, or involves hospital visitation, voluntary involvement with chronic care, or service as a volunteer reading buddy
- School Community Service – may include service within the school community that provides benefit to others that takes place outside the regular school day

### **INELIGIBLE ACTIVITIES:**

The Ministry of Education and Training (Policy/Program Memorandum No.124A – April 27, 1999) has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., co-operative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day; an activity that takes place during the student’s lunch breaks or “spare” period is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- 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 trades person whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables;
- consists of duties in the home (i.e. daily chores) or personal recreational activities;
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).
- The NSA has determined that the following are also ineligible activities, in addition to those that the Ministry has listed as ineligible:

1. Any activity that provides direct financial benefit or gain to the student or to the student’s immediate family;
2. Any association with an organization or an organizational activity that does not comply with the ethical standards, policies, procedures and regulations of both the Ministry of Education & the NSA Code of Conduct.

## **ROLES & RESPONSIBILITIES:**

### **Parents/Guardians:**

Parents/guardians should provide assistance to their child in the selection of their community involvement activities. Parents/ guardians also are encouraged to communicate with the community sponsor and the school Principal if they have any questions or concerns.

### **Students Athletes:**

Student Athletes will, in consultation with their parents, select an appropriate activity from the list of eligible activities. If the student wishes to be involved in an activity which is not on the list of approved activities, the student must obtain written permission from the Head of School prior to beginning the activity. The student athlete is responsible for the completion and submission of the Student Community Involvement Activity form within the time frame given by the NSA.

At all times, the student is expected to complete the community involvement in a manner consistent with the National Ski Academy's Code of Conduct and expectations outlined in the NSA Family Handbook. The following is a list of recommended behaviours:

- showing respect for the community sponsors and their workplaces
- punctuality
- appropriate dress and grooming
- good manners
- a willingness to listen and follow instructions
- a willingness to clarify instructions when in doubt
- the ability to maintain confidentiality

## **ONTARIO STUDENT RECORD (OSR):**

The OSR is an official file which is created for each student upon entering an Ontario school. It contains all academic records, health and special instructional information that are relevant to this particular student. The file will follow the student to any school he attends in Ontario up to graduation. The final school attended must maintain the components of the OSR as follows:

For five years after the student retires from school:

- Report cards
- The documentation file, where applicable
- Additional information that is identified (by the school board) as appropriate for retention

For 55 years after the student retires from school:

- The OSR folder
- The OST
- The office index card

The NSA has formal procedures for requesting, reviewing, maintaining/securing and releasing OSR's that respect the importance and confidentiality of the contents.

Access to the OSR is restricted. If you wish to review the information contained in the OSR, you may contact the Head of School. The student and/or the student's parent if the student is under the age of eighteen – is entitled to access the OSR.

## ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (OST) is the official record of a student's secondary school credit courses and diploma requirements. In accordance with Ontario Ministry of Education policy, the OST will include:

- All Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- All Grade 11 and 12 courses completed successfully or attempted unsuccessfully by the student, with percentage grades obtained and credits earned;
- All equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OS/OSS or through the equivalency process under OSIS;
- All Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- All Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- Identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements;
- Confirmation that the student has completed the forty hours of community involvement;
- Confirmation that the student has successfully completed the provincial secondary school literacy requirement.

## FULL DISCLOSURE- OST

In accordance with Ontario Ministry of Education policy, schools are required to provide the following on a student's OST:

- Provide an entry **only** for grade 9 and 10 courses that the student has *successfully completed*.
- Provide an entry for **ALL** grade 11 and 12 courses that the student has *completed or attempted* – this includes courses successfully completed, courses failed or repeated, and courses from which the student has withdrawn.

### Grade 11 and 12 Courses:

With respect to grade 11 and 12 credit courses, all those coded with a 3, 4, U, M, C or O designation are subject to *full disclosure*. All such courses in which a student is registered will be recorded on a student's transcript 5 days after the issue of the First Full Report Card (per semester).

### Repeated Courses:

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

### Withdrawals:

If a student withdraws from a Grade 11 or 12 course **within five** instructional days *following the issue* of the first report card in a semestered school the withdrawal is *not recorded* on the OST.

If a student withdraws from a Grade 11 or 12 course **after five** instructional days *following the issue* of the first report card in a semestered school, the withdrawal *is recorded* on the OST by entering a "W" in the "Credit" column. The student's grade at the time of the withdrawal is also recorded.

## **ASSESSMENT AND EVALUATION:**

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation is the process of judging the quality of a student's work based on established achievement criteria, and assigning a value to represent that quality.

As educators, we are required to adhere to the policies identified in the Ministry of Education's 2010 publication entitled *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. All teachers employed by the NSA will include assessments for, as, and of learning (both formative and summative evaluation). Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents.

The students' learning is assessed and evaluated in a balanced manner with respect to the four categories (Knowledge/Understanding, Communication, Application and Thinking). Evaluation is based on the assessment of learning and collected over time through observations, conversations and student product. Assessment for learning and assessment as learning help students to understand what the success criteria look like which can be shown using assessment tools like checklists, rubrics and exit cards. The assessment, evaluation and reporting is ongoing during the course.

Assessments of learning will provide the basis of the student athlete's grade in each course. 70% of the grade is based on assessment and evaluation conducted throughout the course, and 30% of the grade comes from a final summative evaluation, which is designed to determine achievement of course expectations.

Levels of achievement are defined as follows:

- 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%: Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

Level 3 is defined as the provincial standard. A student achieving at this level is well prepared for work in the next grade or the next course.

Students will be evaluated on their Learning Skills and Work Habits (Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation) but these evaluations will not be part of the student's final grade. They will be reported separately on the Ontario Provincial Report Card.

Learning Skills and Work Habits	E - Excellent G - Good S - Satisfactory N - Needs Improvement
<b>Responsibility</b> <ul style="list-style-type: none"> <li>• Fulfils responsibilities and commitments within the learning environment.</li> <li>• Completes and submits class work and homework according to agreed upon timelines.</li> <li>• Takes responsibility for and manages own behaviour.</li> </ul>	<b>Organization</b> <ul style="list-style-type: none"> <li>• Devises and follows a plan and process for completing work and tasks.</li> <li>• Establishes priorities and manages time to complete tasks and achieve goals.</li> <li>• Identifies, gathers, evaluates, and uses information technology and resources to complete tasks.</li> </ul>
<b>Independent Work</b> <ul style="list-style-type: none"> <li>• Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>• Uses class time appropriately to complete tasks.</li> <li>• Follows instructions with minimal supervision.</li> </ul>	<b>Collaboration</b> <ul style="list-style-type: none"> <li>• Accepts various roles and an equitable share of work in a group.</li> <li>• Responds positively to the ideas, opinions, values, and traditions of others.</li> <li>• Builds healthy peer-to-peer relationships through personal and media-assisted interactions.</li> <li>• Works with others to resolve conflicts and build consensus to achieve group goals.</li> <li>• Shares information, resources and expertise, and promotes critical thinking to solve problems and make decisions.</li> </ul>
<b>Initiative</b> <ul style="list-style-type: none"> <li>• Looks for and acts on new ideas and opportunities for learning.</li> <li>• Demonstrates the capacity of innovation and a willingness to take risks.</li> <li>• Demonstrates curiosity and interest in learning.</li> <li>• Approaches new tasks with a positive attitude.</li> <li>• Recognizes and advocates appropriately for the rights of self and others.</li> </ul>	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>• Sets own individual goals and monitors progress towards achieving them.</li> <li>• Seeks clarification or assistance when needed.</li> <li>• Assesses and reflects critically on own strengths, needs, and interests.</li> <li>• Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>• Perseveres and makes an effort when responding to challenges.</li> </ul>

NSA Report Cards are issued:

Report Card Issued	QUAD 1	QUAD 2	QUAD 3	QUAD 4
Mid Term	N/A	Mid October	Mid February	Mid May
Final	Mid September	Mid November	Mid April	End June

## THE ORGANIZATION OF SECONDARY SCHOOL COURSES

The provision of different types of courses in the secondary school program is designed to provide all students with the essential knowledge and skills they will need in any area of endeavour, as well as the opportunity to specialize in areas that are related to their postsecondary goals. The types of courses offered and their organization provide for a graduated streaming of courses in Grades 9 to 12 that will keep options open for all students in the earlier grades and prepare students in senior grades for their future destinations.

In Grades 9 and 10 at the NSA, three types of courses may be offered: academic courses, applied courses, and open courses. Academic courses emphasize theory and abstract problems. Applied courses focus on practical applications and concrete examples. Both types of courses set high expectations for students while preparing them for studies in the senior grades. Open courses are described below.

In Grades 11 and 12 at the NSA, courses offered to prepare students for their postsecondary destinations include: university preparation courses, developed in close collaboration with universities; university/college preparation courses, developed in close collaboration with both universities and colleges; college preparation courses, developed in close collaboration with colleges. Open courses are also offered in Grades 11 and 12.

Open courses, offered in all secondary school grades, are designed to prepare students for further study in certain subjects and to enrich their education generally. Like the other types of courses, open courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

At the National Ski Academy, most courses offered are Academic, University Preparatory, or University/College Preparatory. (See below for the applicable codes.)

### **COURSE CODES**

The Ministry of Education has assigned codes for each course offered. Each course has a prescribed five digit code (e.g., MPM2D; PPL1O).

The first three letters indicate the subject discipline (e.g., SNC – science; ENG – English; MPM – Principles of Mathematics).

The fourth digit/letter indicates the year during which the course is normally taken (e.g. 1/A = Grade 9; 2/B = Grade 10; 3/C = Grade 11; 4/D = Grade 12).

The fifth letter indicates the type of course. In Grades 9 and 10, courses are designated as D (Academic), P (Applied), or O (Open). In Grades 11 and 12, courses are designated as U (University preparatory), M (University/College preparatory), C (College preparatory), or E (Workplace preparation).

### **COURSE PREREQUISITES**

A course is designated as a prerequisite if it provides essential background for the successful understanding of the subsequent course. Prerequisite courses are established only by Ministry of Education curriculum policy documents. If a course has a prerequisite, it will be noted at the end of the course description. If a student has obtained the necessary background for a course in some other way, the student may seek approval to have the prerequisite requirement waived.

### **WAIVING PREREQUISITES**

The Head of School may permit students to take courses without completing the associated prerequisite. Request may be initiated by the Head of School, adult student or parent/guardian with signatures and arguments completed on the “Wave of Prerequisite” request form available from the NSA office.

The Head of School’s decision will be focused on optimizing student success and made after consultation with all parties including the appropriate school staff.

Wave of Prerequisite Form will be filed in the OSR.

### **Awarding External Music Credits**

A maximum of two external credits may be awarded to students taking music programs outside the school. External credits that pertain to the Royal Conservatory of Music (RCM) are as follows:

- Grade 7 Practical and Intermediate Rudiments (Grade 1 Theory): = AMX3M (1 credit)
- Grade 8 Practical and Advanced Rudiments (Grade 2 Theory): = AMX4M (1 credit)

**Note:** these credits may not be used to meet the OSSD compulsory Arts credit or the additional Group 2 credit requirement.

Upon receipt of required official RCM examination documents, the Head of School will award the appropriate credit and record it on an official letter that will be maintained in the OSR along with copies of the documentation. The mark assigned is the average of the RCM practical and RCM rudiments marks.

The course will be recorded on the students OST as an “external credit” with the value of one full credit.

### **SUBSTITUTIONS FOR COMPULSORY COURSES**

To meet individual student needs the Head of School may substitute for up to three compulsory courses. Substitutions will only be made to promote and enhance student learning or to meet special needs and interests.

Request for substitution may be made by parent/guardian, adult student or Head of School. After consultation with all parties and completion of appropriate form, available in the NSA office, the Head of School will decide to grant or deny the request. Applicant has the right to appeal the Head of School’s decision to a supervisory officer.

The substitution course will be identified on the OST and credited with satisfying a diploma requirement. Completed forms will be maintained in the OSR.

### **REACH AHEAD CREDITS**

As outlined in the *Ontario Schools: Policy and Program Requirements* Section 2.5.2.1, Students are typically eligible for Reach Ahead during the school year or the summer before grade 9.

The principal of the student’s elementary school together with the Head of School at the NSA and the student’s parents, will decide if it is appropriate for the student to enroll in high school courses. The NSA will evaluate the student’s likelihood of meeting the expectations of the high school course and is responsible for issuing the credit. The NSA adheres to all standard school practices in accommodating Reach Ahead student by recording and granting achievement as necessary. Copies of the reach ahead student’s mid-term and final report cards will be sent to the NSA as they enter grade 9 to ensure that the credit is included on the student’s transcript and counts towards their OSSD.

### **PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)**

As per Ontario Ministry of Education policy, Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process where students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. The PLAR process involves two components: "challenge" and "equivalency".

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.

### **CHALLENGE:**

Students may enter the challenge process where the student's prior learning can be assessed for the purposes of granting a credit for a Grade 10, 11 or 12 course developed from the Ontario Curriculum. The student, with parent consent, will fill out the Application to Challenge for a Credit for a Course form. The assessment instrument used in the challenge process will include formal tests and practical work worth 70% of the final mark with the other 30% being a variety of other assessment strategies related to the course being challenged. No more than four credits, may be granted from the challenge process, with a maximum of 2 credits in any one discipline. Full disclosure will apply to the grade 11 and 12 courses.

### **EQUIVALENCY:**

Students who have transferred to the NSA for high school studies from a school outside of Ontario are eligible for equivalency credits. The Head of School may assess a student's educational background and grant appropriate elective and compulsory courses for placement purposes. The student must provide sufficient documentation / indicators that the Head of School can responsibly assess their placement. The Head of School may determine what number of elective and compulsory credits the student must earn to qualify for the OSSD.

Placement decision will be noted in detail on a "Credit Equivalency" form and maintained in the OSR along with associated documents. Under the title "equivalent credits" the OST will reflect the total credit value of the granted courses and the number of compulsory courses allotted. Specific course codes will not be used. Community hours may also be assessed.

### **Students Who Wish to Change Course Types**

A student in Grade 10 -12 may change to a different type of course in a given subject provided that the student has taken the appropriate prerequisites for that course. The Head of School and the student, with parent consent, will meet to discuss the change of the type of course in a given subject area. In some cases, the Head of School may strongly recommend that the student work on additional preparation. The course type change will be recorded on a Change of Course Information form signed by the parent or adult student and the Head of School. This form will be stored in the student's OSR.

### **Alternative Means of Earning Credits**

The NSA makes every effort to offer a diverse and engaging curriculum that supports each students' academic goals and interests. Given the size of the student population, on the rare occasion, it may not be possible to offer a particular course. In these circumstances, in consultation with the Head of School, the student and their parent, a decision may be made to allow the student to pursue a correspondence course offered by the Independent Learning Centre or a distance-education provider. Students who pursue this avenue will predetermine, with the Head of School, the academic timeline to complete the course. Academic support for any course taken through these alternative means is the sole responsibility of the student and the parent.

## **SPECIAL EDUCATION**

Special education programming is provided to students requiring Special education supports based on the student's identification (where appropriate) and their placement of service. Students on an Individual Instructional Plan (IIP) (Exceptional and Non-Exceptional): Regular Class with Resources Assistance; & Regular Class with Indirect Support.

Programs and services for students for student with special needs are available at the NSA> Accommodations and alternative expectations are outlined in the student's IEP. Teachers assist students with accessing the curriculum expectations in accordance with the learning goals outlined in the IEP. Support is provided based on the identified student's needs as expressed through the existing supporting documentation and during the exchange of information/in-take process in preparation for the transition to the NSA.

### **Supports for Learners**

Supports for exceptional students may include the following:

- Support for literacy and numeracy development
- Support with student-provided assistive technologies which support student learning and assessment
- Time extensions for assignments and assessments
- Instructional accommodations, e.g. prompting, visual cueing, organization supports, etc.
- Alternative methods for assessment
- Some curriculum modifications as permitted under the Ontario Secondary School Policy and supported by the student's Individual Instruction Plan (IIP)

### **Accessing Community Resources**

The National Ski Academy is fortunate to be within walking distance of two centres for academic support. The Collingwood Youth Centre, located at 76 First Street and the Collingwood Public Library, located at 55 Ste. Marie Street.

## **ENGLISH LANGUAGE LEARNERS**

Our school strives to provide students from non-English speaking countries with language programming that ensures all students develop a level of proficiency in English for success in secondary school and beyond. The NSA accesses the English language learning tool "Off2Class". This program offers the "step-by-step Curriculum", which is a comprehensive lesson set designed to facilitate teaching English language competencies. Students will take an initial assessment to determine placement and focus. In addition, students may be enrolled in an Ontario MOE ESL course. These courses in ESL are designated according to levels of proficiency in English, not by grade. ESL courses offered at the NSA vary, depending upon enrolment and student need.

## PATHWAYS TO STUDENT SUCCESS AND SUPPORT

The National Ski Academy has partnered with **myBlueprint** to provide all of our student-athletes with an engaging and interactive online post-secondary education and career planning program.



With an inquiry-based approach **myBlueprint** follows a comprehensive education and career planning process designed to meet the learning needs, interests, and aspirations of all students. Students can document what they discover about themselves in pictures, videos and journals.

**myBlueprint Education Planner (grades 7-12)** includes a number of beneficial resources to support the student as they progress through high school, including:

- ✓ **Who Am I** – 6 unique assessments for self-exploration and discovery (including Learning Styles, Myers-Briggs Personality, Holland Interests, Knowledge, Motivations, and Compatibility)
- ✓ **High School** – A tool to visually plan courses, track progress toward graduation, and instantly identify post-secondary eligibility for opportunities in all pathways
- ✓ **Post-Secondary** – A database to explore post-secondary opportunities and compare detailed information on apprenticeships, college programs, university programs and workplace sectors across Canada
- ✓ **Goals** – An interactive goal setting tool to set S.M.A.R.T. goals and action plans
- ✓ **Occupations** – A database of over 500 occupations to compare comprehensive information on jobs
- ✓ **Resumes & Cover Letters** – Interactive tools to record personal experiences, build resumes and write cover letters
- ✓ **Money** – An engaging budget-making tool to help students track income and expenses and develop financial literacy
- ✓ **Job Search** – A tool to explore real-world job postings that relate to occupations of interest
- ✓ **Portfolios** – A portfolio builder to create multiple portfolios and share it with parents, teachers, or future employers

If parents wish to explore the features of **myBlueprint**, a Parent Account can be created with a link to the child's account. With direct access from home, they can get more informed and involved with their child's education, and support their child in making the most informed decisions for their future.



KNOWING YOURSELF	EXPLORING POSSIBILITIES	ACHIEVING GOALS & MAKING TRANSITIONS	MAKING DECISIONS & SETTING GOALS
Who am I?	What are my opportunities?	What is my plan for achieving my goals?	Who do I want to become?
What are my interests?	At school?	What are the steps necessary to achieve my goal?	A leader?
What are my strengths?	In the classroom?	What goals do I need to set that reflect my growth and potential?	A volunteer?
What are my skills?	Through volunteering?		An engaged citizen?
What are my values?	For apprenticeships, internships and potential careers?		What do I need to make informed decisions?

## ACADEMIC COUNSELLING AND SUPPORT

Academic advising is an essential component of the educational program at the NSA. The Head of School in collaboration with other NSA academic and coaching staff oversee the academic, athletic extra-curricular and social development of each student athlete. In addition, the NSA House Supervisor is a key contact between the school and students' families. Students are encouraged to refer any problems or concerns to a caring adult on staff at the NSA. As necessary, the caring adult will draw the student's teachers and the Head of School in to the discussion.

The NSA is committed to supporting the student athletes as they identify and develop their individual passions and strengths and explore how these will shape their post-secondary studies and future careers. Together with the myBlueprint and IPP, the Head of School and/or the Academic Advisor work closely with the student athletes in offering individual support for course selection counselling as well as with post-secondary planning, applications and scholarships. Students from all grade levels and their parents are welcome to obtain information about postsecondary and career preparation and to receive advice about the postsecondary application/admission process.

## **Ontario Ministry of Education, OSSD Course Codes and Course Descriptions**

The Ontario Curriculum: Secondary Curriculum Documents can be accessed via this link: <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html> Documents are organized by grade.

A list of Policy and Resource Documents for the secondary curriculum can be found at this link: <http://www.edu.gov.on.ca/eng/curriculum/secondary/commontwo.html>

Specific National Ski Academy Courses of Study, that are based on the Ontario Curriculum Documents, can be accessed by emailing the main office at the Academy to request that the document(s) be shared.

### **FRENCH AS A SECOND LANGUAGE**

#### **FSF1D – Core French, Grade 9, Academic**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

#### **FSF2D – Core French, Grade 10, Academic**

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 9, Academic or Applied

#### **FSF3U – Core French, Grade 11, University Preparation**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 10, Academic

#### **FSF4U – Core French, Grade 12, University Preparation**

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their

understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 11, University Preparation

## **ENGLISH**

### **ENG1D – English, Grade 9, Academic**

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

Prerequisite: None

### **ENG2D – English, Grade 10, Academic**

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

Prerequisite: English, Grade 9, Academic or Applied

### **ENG3U – English, Grade 11, University Preparation**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

Prerequisite: English, Grade 10, Applied

### **ENG4U – English, Grade 12, 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 analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: English, Grade 11, University Preparation

### **EWC4U – The Writer’s Craft, Grade 12, University Preparation**

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

Prerequisite: English, Grade 11, University Preparation

## **ENGLISH AS A SECOND LANGUAGE**

### **ESLEO – English as a Second Language, Level 5, Open**

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

Prerequisite: ESL Level 4 or equivalent

## **CANADIAN AND WORLD STUDIES**

### **CHV2O – Civics and Citizenship, Grade 10, Open**

Politics is about how societies are governed, how public policy is developed, and how power is distributed. Civics is a branch of politics that focuses on the rights and responsibilities associated with citizenship, the role of governments, and how people can get involved in the political process and take action on issues of civic importance. The study of civics supports students in becoming informed, engaged, and active citizens in the various communities to which they belong, whether at the local, national, or global level.

Prerequisite: None

### **CGC1D – Issues in Canadian Geography, Grade 9, Academic**

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

Prerequisite: None

### **CHC2D – Canadian History since World War 1, Grade 10, Academic**

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada’s evolving role within the global community, and the impact of

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

Prerequisite: None

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

This course explores many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

### **SOCIAL SCIENCES AND HUMANITIES**

#### **HSP3U – Introduction to Anthropology, Psychology and Sociology, Grade 11, University Preparation**

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

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

#### **HRT3M – World Religions and Belief Traditions: Perspectives, Issues and Challenges, Grade 11, University and College Preparation**

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

Prerequisite: None

#### **HFA4U – Nutrition and Health, Grade 12, University and College Preparation**

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food

security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

## **GUIDANCE AND CAREER EDUCATION**

### **GLC20 – Career Studies, Grade 10, Open**

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

Prerequisite: None

## **SCIENCE**

### **SNC1D – Science, Grade 9, Academic**

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

Prerequisite: None

### **SNC2D – Science, Grade 10, Academic**

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic or Applied

### SBI3U – Biology, Grade 11, University Preparation

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: Science, Grade 10, Academic

### SBI4U – Biology, Grade 12, 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.

Prerequisite: Biology, Grade 11, University Preparation

### SCH3U – Chemistry, Grade 11, University Preparation

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

Prerequisite: Science, Grade 10, Academic

### SCH4U - Chemistry, Grade 12, University Preparation

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

Prerequisite: Chemistry, Grade 11, University Preparation

### SPH3U – Physics, Grade 11, University Preparation

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

Prerequisite: Science, Grade 10, Academic

### SPH4U – Physics, Grade 12, University Preparation

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

Prerequisite: Physics, Grade 11, University Preparation

## **MATHEMATICS**

### MPM1D – Principles of Mathematics, Grade 9, Academic

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

Prerequisite: None

### MPM2D – Principles of Mathematics, Grade 10, Academic

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

Prerequisite: Principles of Mathematics, Grade 9, Academic

### MCR3U – Functions and Relations, Grade 11, University Preparation

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

### MHF4U – Advanced Functions, Grade 12, University 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. Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

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

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

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

#### **MDM4U – Mathematics of Data Management, Grade 12, University 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.

Prerequisite: Functions, Grade 11, University

### **THE ARTS**

#### **AVI2O – Visual Arts, Grade 10, Open**

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

Prerequisite: None

#### **AVI3M – Visual Arts, Grade 11, University/College Preparation**

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and

works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

Prerequisite: Visual Arts, Grade 9 or 10, Open

#### AWQ3M – Visual Arts – Photography, Grade 11, University/College Preparation

Grade 11 Photography (AWQ3M) 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). Any type of camera will be required for this course.

Prerequisite: Visual Arts, Grade 9 or 10, Open

#### AWQ4M - Visual Arts – Photography, 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. 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). Grade 12 photography further refines students' abilities to use the photographic medium to express ideas, change meaning through context, and further their understanding of visual culture, while deepening their knowledge of photographic movement and skills. Any type of camera will be required for this course.

Prerequisite: Visual Arts, Grade 9 or 10, Open

#### AVI4M – Visual Arts, Grade 12, 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.

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

## **HEALTH AND PHYSICAL EDUCATION**

### **PPL10 – Healthy Active Living Education, Grade 9, Open**

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

Prerequisite: None

### **PAF20 - Healthy Living and Personal and Fitness Activities, Grade 10, Open**

This focus course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. With a focus on fitness and weight training, this course provides students with the opportunity to pursue personal fitness activities. Through participation in a range of physical activities, student learning will include the application of movement principles to refine skills and enhancement of personal competence, fitness and health. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

### **PAF30 – Healthy Living and Personal and Fitness Activities, Grade 11, Open**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. This course focuses on the benefits of weight training, while addressing all components of physical fitness. Students learn to develop and implement personal physical fitness plans. This course emphasizes regular participation in a variety of enjoyable physical fitness activities that promote lifelong healthy active living. This course is designed for students interested in training specifically for sports, muscle tone, improve cardiovascular fitness &/ or improved overall health. Students will participate in activities designed to develop goal-setting, communication, social skills and personal competence. Through daily fitness activities students will develop a basic understanding of human anatomy, proper safety and injury prevention, and a positive self-image by maintaining or improving their levels of fitness.

Prerequisite: none

### **PAF40 – Healthy Living and Personal and Fitness Activities, Grade 12, Open**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. This course focuses on the development of a healthy lifestyle with an emphasis on physical fitness activities including weight training, CrossFit and cardiovascular (aerobic) workouts. Students will be encouraged to develop personal competence in a variety of fitness movement skills and will develop and implement a personal physical fitness plan.

Students will also be given opportunities to practice goal setting, decision making, social and interpersonal skills. Students will also study the components of healthy nutrition and how it contributes to mental health. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: none

#### **PSK4U - Introductory Kinesiology, Grade 12 University Preparation**

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration. Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

### **BUSINESS STUDIES**

#### **BBI2O – Introduction to Business, Grade 9 or 10, Open**

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

Prerequisite: None

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

The business leadership courses allow students to explore how managers function in organizations and take on the challenge of generating solutions in order to solve problems. These courses allow students to explore the roles, responsibilities, skills, and functions of management. Students will learn the factors that encourage effective leadership practices. Emphasis throughout the courses will be placed on the importance of ethics and social responsibility in the corporate world. Students will learn how to communicate effectively for business purposes. The courses in business leadership will prepare students to work effectively in organizations in positions of employment and management.

Prerequisite: None

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

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

Prerequisite: None

## **2020-21 SCHOOL CALENDAR: CLASS CALENDAR OF HOURS OVERVIEW**

<b>Quad 1</b>		
<b>COURSE</b>	<b>DATE</b>	<b>Hours</b>
English, Grades 11, 12	August 17 – September 4, 2020	110
Core French, Grades 9, 10	August 17 – September 4, 2020	110

<b>Quad 2</b>		
Career Studies, Grade 10	September 8 – November 6, 2020	55
Science, Grades 9, 10	September 8 – November 6, 2020	110
English, Grades 9, 10	September 8 – November 6, 2020	110
Math, Functions & Relations Grade 11	September 8 – October 30, 2020	110
Chemistry, Grade 12	September 8 – October 30, 2020	110
Core French, Grades 11, 12	September 8 – October 30, 2020	110
Math, Advanced Functions, Grade 12	September 8 – October 30, 2020	110

<b>Quad 3</b>		
Biology, Grade 12	January 4 – April 1, 2021	110
World issues: A Geographic Analysis, Grade 12	January 4 – April 1, 2021	110
Issues in Canadian Geography, Grade 9	January 4 – April 1, 2021	110
Chemistry, Grade 11	January 4 – April 1, 2021	110

<b>Quad 4</b>		
Math, Grades 9, 10	April 12 – June 23, 2021	110
Physics, Grades 11, 12	April 12 – June 23, 2021	110
Chemistry, Grades 11, 12	April 12 – June 23, 2021	110
Visual Arts, Grades 10, 11, 12	April 12 – June 23, 2021	110
Civics & Citizenship, Grade 10	April 12 – June 23, 2021	55
International Business, Grade 12	April 12 – June 23, 2021	110
Introductory Kinesiology, Grade 12	April 12 – June 23, 2021	110
Calculus & Vectors, Grade 12	April 12 – June 23, 2021	110

<b>Quad 2 - 4</b>		
Healthy Active Living Education, Grade 9	April 12 – June 23, 2021	205
Healthy Living and Personal and Fitness Activities, Grades 10, 11,12	April 12 – June 23, 2021	205

### **No Classes will be held on the following Dates:**

Labour Day: September 7, 2020

Thanksgiving: October 9 and 12, 2020

Christmas Break: December 21, 2020 – January 1, 2021

Family Day: February 15, 2021

Easter: April 2 – 5, 2021

Spring Break: April 5 - 9, 2021

Victoria Day: May 24, 2021

Last Day of School: June 23, 2021