AMBERSON
COLLEGE HIGH SCHOOL

COURSE CALENDAR

AMBERSON
COLLEGE HIGH SCHOOL

TABLE OF CONTENTS

Part 1: School's Overall Goals and Philosophy 5

1.1 Introduction 5

1.2 Importance of Secondary Education 5

1.3 Mission Statement 5

Part 2: Graduation Requirements 6

2.1 Ontario Secondary School Diploma (OSSD) 6

2.2 The Ontario Secondary School Certificate (OSSC) 9

2.3 The Certificate of Accomplishment 9

2.4 Community Involvement Hours Requirement and Procedures 9

2.5 Online Learning Credits Requirements and Procedures 12

2.5.1 Online Learning Opt-Out Procedures 13

2.6 Information About the Literacy Requirement: OSSLT and OSSLC 13

2.6 Policies on Substitutions for the Compulsory Courses 15

2.7 Other Ways to Earn Credits 15

2.7.1 Equivalency Credits 15

2.7.2 Music Program Completed Outside of the School 16

2.8 Policies on Waiving Prerequisites 17

2.9 Procedures to Change Course Types 17

Part 3: Explanation of Secondary School Curriculum 18

3.1 Grades 9 and 10 18

3.2 Grades 11 and 12 19

3.3 Explanation of Course Codes 20

Part 4: Courses Offered at Amberson College High School 20

4.1 Mathematics 20

4.2 Business Studies 23

4.3 Canadian and World Studies 25

4.4 International Language 26

4.5 Computer Studies 27
4.6 English 27
4.7 English as a Second Language 29
4.8 Science 30
Prerequisite: Science, Grade 10, Academic 33
4.9 Social Science and Humanities 34
4.10 The Arts 37
4.11 Guidance and Career Education 40
4.12 Health and Physical Education 41
4.13 Technological Education 42
4.14 Reference 43
4.15 Access to Course Outlines and Ontario Curriculum Policy 43
Part 5: Assessment and Evaluation of Student Achievement 44
5.1 Assessment and Evaluation Strategies 44
5.2 Assignments 44
5.3 Final Evaluation 45
5.4 Achievement Levels 45
5.5 Learning Skills Rubric 46
5.6 Reporting Student Achievement 47
Part 6: Prior Learning Assessment and Recognition (PLAR) 47
6.1 Assessment Service 48
6.2 Prior Learning Equivalent Credits 49
Part 7: Recording and Reporting 50
7.1 Ontario Student Record (OSR) 50
7.1.1 Report Cards 51
7.1.2 Retention, Storage, and Destruction of Information in the OSR 51
7.1.3 Access to the OSR 51
7.1.4 Transfer of the OSR 51

7.2 Full Disclosure 52
7.2.1 Withdrawal from a Course 52
7.3 Office Index Card 52
7.4 Ontario Student Transcript (OST) 53
7.4.1 Equivalent credits record on Transcript 54
Part 8: Support and Resources 54
8.1 Education and Guidance Support 54
8.2 Orientation 55
8.3 Exit Programs 56
8.4 Services for International Students 56
Part 9: Students Responsibilities and Expectations 56
9.1 School's expectations 56
9.2 Achievement 57
9.3 Attendance and Punctuality 57
9.4 Homework Expectations 57
9.5 Code of Student Behaviour 58
9.6 Cheating and Plagiarism 59
9.7 Late and Missed Assessments 61
Part 10: Concluding Remarks 61
Appendices - Policies 62

AMBERSON
COLLEGE HIGH SCHOOL

Part 1: School's Overall Goals and Philosophy

1.1 Introduction

This course calendar handbook has been developed to provide students and parents/guardians with information about Amberson College High School's core goals and philosophies, the structure of the school program, school routines and requirements, and the academic, behavioural, and social responsibilities of students. While an attempt has been made to be as detailed as possible, you may still have questions that have not been answered in this course calendar, in that case, please do not hesitate to contact the school for further clarification. Teachers, counselors and administrators can provide valuable assistance in all matters related to course selection, programming, and career planning.

1.2 Importance of Secondary Education

The Ontario Secondary School Program is designed to provide all students with the fundamental knowledge and skills that they will need to succeed in any post-secondary endeavour. The variety of available courses is aimed to prepare each student for any post-secondary destination, including university, college, apprenticeship training, community living, or the workplace.

In conjunction with Section 21 (1) of the Education Act of Ontario regarding compulsory attendance, regular attendance at school is critical for the student's learning. Accordingly, parents and students are informed. To encourage regular attendance by students Amberson College High School ensures that all students attend secondary school until "the person attains the age of 18." At Amberson College High School, we understand the importance of secondary education and have adapted individually tailored study and career plans to suit each student's interests and strengths, while improving any weaknesses. Our goal is to assist each of our students in reaching their full potential and optimizing their secondary school experiences.

Where, in the principal's judgement, a student's frequent absences from school are jeopardizing his or her success, school staff should meet with the student and the parents to explain the potential consequences of the absences and discuss steps to be taken to improve attendance.

1.3 Mission Statement

Amberson College High School aims to provide students with a strong foundation and lay the prerequisite stepping stones required for a successful future. We strive to provide students with the necessary holistic support that accounts for student's academic, social-emotional, and mental health and well-being needs.

The school is committed to:

- provide a flexible high school program that satisfies the requirements of the Ontario Ministry of Education and meets the needs of our diverse student population;

- help students reach their full potential to become responsible and contributing members of society;
- maintain high expectations, high academic standards and cultivating life-long learning;
- maintain small class sizes to enable effective communication between teacher and student, and;
- offer a supportive and open environment that creates a safe and inclusive learning environment for all students.

Part 2: Graduation Requirements

Secondary School Credits

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course in accordance with the policy outlined in the curriculum policy documents.

Most courses are offered as single-credit courses. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses.

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 or e-learning instruction and activities and/or through community placements related to work experience and cooperative education.

2.1 Ontario Secondary School Diploma (OSSD)

The secondary school program is based on a credit system. The Ministry of Education defines a credit as "a means of recognizing the successful completion of a course that has been scheduled for a minimum of 110 hours". The 110 hours involve planned learning activities related to the required learning expectations in the course (not including time for homework completion or other assigned tasks outside of class).

In order to graduate, students must successfully complete at least 30 credits. Credits are earned in four grade levels including grades 9, 10, 11 and 12.

AMBERSON
COLLEGE HIGH SCHOOL

Students entering Grade 9 in or before Fall 2023, the following 18 credits are compulsory credits that every student must take. They include:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts (dance, drama, media, music, visual arts, etc.)
- 1 credit in health and physical education
- 1 credit in French as a second language (FSL)
- 0.5 credit in civics and citizenship
- 0.5 credit in career studies
- 1 credit as follows for Group 1:
    - English (including the Ontario Secondary School Literacy Course) or FSL
    - Native languages
    - First Nations, Métis, and Inuit studies
    - classical and international languages
    - social sciences and the humanities
    - Canadian and world studies
    - guidance and career education
    - cooperative education
    - American Sign Language as a second language
- 1 credit as follows for Group 2:
    - health and physical education
    - the arts
    - business studies
    - French as a second language
    - cooperative education
    - American Sign Language as a second language
- 1 credit as follows for Group 3:
    - science (Grade 11 or 12)
    - technological education
    - French as a second language
    - computer studies
    - cooperative education
    - American Sign Language as a second language

Note: *You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement. You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.English language learners: You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.In groups 1, 2, and 3, you can count a maximum of 2 credits in French as a second language as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3. If you have taken Native languages in place of French as a second language in elementary school, you may use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language. You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.*

AMBERSON
COLLEGE HIGH SCHOOL

The remaining 12 credits are optional credits that students must successfully complete in accordance with course offerings throughout the student's secondary school years.

Students entering Grade 9 in or after Fall 2024, the following 17 credits are compulsory credits that every student must take. They include:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts (dance, drama, media, music, visual arts, etc.)
- 1 credit in health and physical education
- 1 credit in French as a second language (FSL)
- 0.5 credit in civics and citizenship
- 0.5 credit in career studies
- 1 credit from the STEM-related course group:
    - Business studies
    - Computer studies
    - Cooperative education
    - Mathematics (in addition to the 3 compulsory credits currently required)
    - Science (in addition to the 2 compulsory credits currently required)
    - Technological education (in addition to the 1 compulsory credit required)

Note: You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement. You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts. You can use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language if you have taken Native languages in place of French as a second language in elementary school. English language learners: You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

The remaining 13 credits are optional credits that students must successfully complete in accordance with course offerings throughout the student's secondary school years.

In addition to the 30 credits, students must also complete the following to graduate:

- pass the literacy requirement - the provincial Ontario Secondary School Literacy Test (OSSLT) or pass Ontario Secondary School Literacy Course (OSSLC)
- earn at least 2 online learning credits (or opt-out of the requirement, see below)
- complete a minimum of 40 hours of community involvement activities

Upon graduation, the student will receive an Ontario Secondary School Diploma (OSSD).

2.2 The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate is granted on request to students who leave school before earning enough credits to comply with the OSSD requirements, but who have earned the following credits:

The following 7 compulsory credits:

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

The remaining 7 credits are optional credits.

Note: Provisions for substitutions of compulsory courses also apply to the OSSC.

2.3 The Certificate of Accomplishment

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

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Certificate and the Ontario Secondary School Diploma may later be granted if the student meets the appropriate requirements.

2.4 Community Involvement Hours Requirement and Procedures

All students must complete a minimum of 40 hours of community involvement activities before graduating from high school. The purpose of the community involvement requirement is to provide students with the opportunity to develop awareness and understanding of civic responsibility. Community involvement allows students to actively participate in supporting and strengthening their communities, and learn more about themselves while exploring possible career opportunities. These activities may be completed at any time during their years in the secondary school program. Students may also start accumulating their community involvement hours in the summer before enrollment in Grade 9 (OS, 2016

s.6.1.4). Students will be able to choose their own community involvement activities, within guidelines that will be provided by the school. Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on forms supplied by the school.

A complete information package about the Community Involvement Requirement will be distributed to students at the beginning of the school year. This package outlines the types of activities that qualify, which activities are eligible or ineligible, and networks to find opportunities. Consultation with the counsellors and principal may be required for certain volunteer activities. For example, upon principal approval, up to 10 hours of employment for students over the age of 14 years may be included if the activity reflects a contribution to the community, for inclusion of community involvement during school time, or for the completion of duties normally performed at home. Students over the age of 18 years old are encouraged to also consult with their parents to plan and select appropriate activities. Students must ultimately confirm the appropriateness of their activities with their counsellor and inquire about other ways to earn community involvement hours this year.

Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter Grade 9. (The details to support implementation of this change will be in PPM No. 124a.)

If students need information about community activities, they can always ask any member of the school staff for help.

Eligible activities

The activities listed below are approved by the school for the completion of the community involvement requirement.

HELP YOUR NEIGHBOURS

- provide service to seniors or to others who have difficulty leaving their homes – raking, shovelling (no snow blowers), shopping (students should not drive vehicles for this purpose), visiting, reading, meal preparation
- assist a neighbour with child care – take child to the park, watch child while parent prepares dinner
- tutor younger students – read, take to library, help with homework
- assist neighbours with pet sitting, animal care

HELP YOUR COMMUNITY

- volunteer at a seniors' home/centre – visit, read, play cards or board games, take seniors for walks, make crafts
- help organize local community events – food drives/banks
- take part in environmental initiatives – recycling campaigns, park cleanup, planting trees & flower beds (students should not use power tools – lawn mowers, hedge trimmers, wood chippers, etc.)
- get involved in charitable activities – walk-a-thons, daffodil sales, canvassing for non-profit organizations
- assist with sports teams but not as a player– community leagues, parks and recreation programs
- volunteer in leadership roles with community groups – youth groups
- volunteer in hospitals, libraries or any charitable, not-for-profit organization
- volunteer with social service or animal welfare agencies – Red Cross, United Way, Humane Society
- get involved in the democratic political process – scrutineering, canvassing, campaigning
- offer service through religious communities/ places of worship
- assist with literacy initiatives – at local libraries, day care centres, community centres

HELP YOUR SCHOOL OR OTHER SCHOOLS

- help with sports teams – run skills drills, assist coach or team but not as a team player
- help in the library – shelve books, tidy up, change bulletin boards
- tutor other students – help with homework, review difficult concepts
- assist students with special needs – act as peer buddy
- assist with the planning of arts or athletic events – work on publicity, set up for track meets, sell tickets, check coats, offer technical support
- facilitate school events such as fun fairs, parent information nights - greet visitors, set up and supervise booths, give tours, serve refreshments
- assist with environmental activities – encourage recycling, plant trees/flowers, work on grounds crews (students should not use power tools)
- participate in charitable initiatives – food and clothing drives, holiday drives for toys or food
- sit on school councils, committees – school governance, be a peer mentor/mediator, help with orientation of grade 9 students

Ineligible activities

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

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience)
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible
- 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 tradesperson whose trade is regulated by the provincial government
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program)

2.5 Online Learning Credits Requirements and Procedures

Students entering Grade 9 in the 2020-2021 school year and going forward must earn at least two (2) online learning credits to complete their OSSD. Online learning, or e-learning, provides students with the opportunity to complete courses that are delivered entirely using the internet and do not require students to physically attend in the classroom. Though students may be required to complete the final exam in school or if they require internet, devices and other support (i.e. guidance support). Please note that this is different from remote learning which is taught virtually only when in-person instruction is not possible (i.e snow days or other interruptions and emergencies).

There are a variety of benefits for students when expanding their access to teacher-led online learning. These advantages include: (1) access to credits in subjects that are not available at their school, (2) learning in engaging manors through interactive means, simulations and collaboration with peers across the province, and (3) to gain important transferable skills, such as digital literacy, to support lifelong learning and employment opportunities. Students can use this opportunity to gain experience with online

learning and to prepare for life after high school, where learning and working online is becoming more prevalent in many sectors.

Note: As schools and students were required to transition to virtual learning during the pandemic, students can count one (1) credit that was earned during the province-wide school closure between April 2021 to June 2021.

2.5.1 Online Learning Opt-Out Procedures

In order to opt-out or exempt students from the online graduation requirement, the opt-out form available with the guidance counsellors must be completed and filed in the student's records. Exemption from the online learning graduation requirement may be requested by the parents or guardians, students over the age of 18 years old, or students who are 16 to 17 years of age and have withdrawn from parental control.

2.6 Information About the Literacy Requirement: OSSLT and OSSLC

The purpose of the literacy requirement is to ensure that students have acquired the essential reading and writing skills that apply to all subject areas in the provincial curriculum up to the end of Grade 9. These basic literacy skills are critical for students to be productive and contributing citizens in society. These skills are necessary to make knowledgeable and well-informed decisions as competent individuals. Students must demonstrate this level of proficiency through the completion of the Ontario Secondary School Literacy Test (OSSLT), or the Ontario Secondary School Literacy Course (OSSLC). Successful completion of the OSSLT, or ultimately the OSSLC, is a graduation requirement. There will be multiple opportunities and supports available for students to successfully complete this requirement during their Grades 10-12 school years.

Ontario Secondary School Literacy Test (OSSLT)

The Education Quality Accountability Office (EQAO) develops and evaluates this literacy test. Normally, students are eligible to take the OSSLT in Grade 10. The computer-based test will be administered in-person once or twice each year at school. Every student who writes the OSSLT will receive an individual Student Report from EQAO, as well as their result recorded on their Ontario Student Transcript, only if successful.

English Language Learners (ELLs) eligibility for writing the OSSLT may be deferred until they have been deemed by their teacher(s) or principal to have reached the required level of proficiency. A letter of deferral will be sent home and filed in the students' OSRs. Once the students are ready to be tested, accommodations will be made for students enrolled in ESL and ELD courses (as well as special education programs).

As mentioned, special provisions for ELLs may be provided for the test if the principal deems such provisions to be in the best educational interest of the student. Decisions about special provisions must[1]:

- Always be made on an individual student basis;
- Be made by the principal in consultation with the student, parents/guardian (if the student is under the age of eighteen), and appropriate staff;
- Be made prior to the taking of the OSSLT;
- Conform to the permitted special provision outlined in the EQAO document entitled *Guide for Accommodation, Special Provisions, Deferrals, and Exemptions;*
- Be clearly communicated in writing to the parents, or directly to the adult student, in advance of the writing of the test;
- Be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT.

For more information regarding the deferral of OSSLT, please consult with your guidance counsellor or principal.

Ontario Secondary School Literacy Course (OSSLC or OLC4O)
Students who have been eligible to write the OSSLT and have been unsuccessful on their first or subsequent attempts are eligible to fulfill the requirement through successful achievement of the OSSLC. The OSSLC is a comprehensive, full-credit, course which is equivalent to the successful attainment of the OSSLT components for demonstrating adequate literacy skills. The goal is to provide students with the literacy skills needed to meet the requirements of the Ontario Secondary School Diploma. The OSSLC is designed to help students who have not had the full benefit of the curriculum that includes a strong focus on reading and writing in the early years. Students must pass the literacy course to receive their Ontario Secondary School Diploma only if they were unsuccessful in all their attempts to pass the OSSLT. This will ensure that a high school diploma ensures that students have acquired these basic literacy skills.

Note: A student who has been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice and who has been unsuccessful at least once is eligible to enroll in the Ontario Secondary School Literacy Course (OSSLC). A student may be permitted to take the OSSLC before they have had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student to do so. Under special circumstances, and at the discretion of the principal, a student who has already met the literacy requirement for graduation purposes may be eligible to take the course. A mature student may enrol directly in the OSSLC without first attempting the OSSLT (for the

[1] Ontario Schools: Policy and Program requirement: Appendix 3 Section 2

definition of the term mature student, see Policy/Program Memorandum No. 127, "The Secondary School Literacy Graduation Requirement", August 7, 2009).

2.6 Policies on Substitutions for the Compulsory Courses

In consultation with the principal, the student and parent/guardian may request to substitute up to three (3) compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. Two half-credit courses may be used through substitution to meet one compulsory credit requirement and vice versa. The substitutions should **only** be made to promote and enhance student learning or in accommodation to students' special needs or interests.

The following are limitations on substitution for compulsory credits[2]:

- English as a Second Language and English Literacy Development courses may not be used to substitute for a compulsory credit (they may be used, however, to meet the compulsory credit requirement for three English credits);
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement;
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirement;
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.
  Note: Each substitution will be noted on the student's Ontario Student Transcript.

2.7 Other Ways to Earn Credits

2.7.1 Equivalency Credits

The principal, with a thorough analysis of course content and assessment policies, may grant up to 26 equivalent credits toward the OSSD, depending on the level of prior education completed outside of Ontario. The remaining credits will be chosen from the courses offered at Amberson College High School to obtain an OSSD. Equivalent credits are granted only for the purpose of placing the student in appropriate courses. Subject-specific proficiency tests may also be required for enrollment in specific courses as well, such as English and mathematics courses.

[2] Ontario Schools: Kindergarten to Grade 12 Policy and Program Requirements, 2011

For more information regarding the process, please refer to the Prior Learning Assessment and Recognition (PLAR) section of the Course Calendar.

2.7.2 Music Program Completed Outside of the School

A student may be awarded a maximum of 2 credits for music programs taken outside the school, for more information and full requirements, please see your guidance counselor to obtain the appropriate handout and form.

2.7.3 Additional Ways for Students to Complete Courses and Programs

The transformation of learning and teaching in physical and virtual environments that has been enabled by technology provides innovative opportunities that expand what, how, when, and where students learn. Consequently, in addition to regular study, students may earn additional credits through any of the following:

Opportunities Available through e-Learning Ontario

Continuing Education – Night School

Summer School

Independent Study

Private Study

Private School

The Independent Learning Centre (ILC)

Permission to take advantage of these additional opportunities must be obtained before enrolling.

2.7.4 Access to community resources

Students at Amberson College High School may take advantage of the many available resource within the area of the school and beyond. Withing a short distance there are library and community agencies where students are able to access. Additionally, students are informed of the broader resources, both virtually and physically during the schools orientation each year.

2.8 Policies on Waiving Prerequisites

Courses in Grade 11 and Grade 12 may have prerequisites as a requirement for enrollment. If a parent/student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the students previous teachers and the teacher of the course. Students may need be interviewed or required to complete assessments to demonstrate the required degree of prerequisite skills to be successful in the courses enrollment. If the appeal to waive the prerequisite is successful, documentation of prerequisites that have been waived will be contained in the student's OSR with supporting documentations for its justification..

The procedure to apply to have prerequisites waived is as follows:

1. Obtain and complete an "Application to Waive" form from the school;
2. Provide all necessary documentation to the teacher of the course in which you are seeking to enrol in. The teacher will make an assessment of your background knowledge;
3. Upon obtaining an approval from the course teacher, an approval needs to be obtained from the principal;
4. Return the form with both signatures to your guidance counsellor.

2.9 Procedures to Change Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Consequently, the following procedure is put in place to assist and support students.

Procedure:

1. Student submits a change request form to Counsellor (see change form) prior to the start of a semester or school year. All requests are considered and changes may be made if they are in the best interest of the student and approved by parents for students under the age of 18. Parental permission is not required for students over the age of 18.
2. Student meets with counsellor do discuss requested change.
3. Parent is informed of the requested change and of recommendation made by the counsellor

4. If the student does not have the necessary perquisite, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.
5. Principal is consulted and if a student needs to have a prerequisite course waived a request to do so must be made in writing to the Principal (see procedure to request waiving a course prerequisite).
6. If changes are made an Educational plan/pathway is updated to reflect new course type effect on possible destination.
7. Counsellor updates changes on the student administration system (Maplewood)

For further information, please make an appointment to see your counselor as changes may require additional preparation and planning.

Part 3: Explanation of Secondary School Curriculum

The secondary school program is designed to provide all students with knowledge and skills that they will need for the future, as well as the opportunity to specialize in areas that are related to their post-secondary goals. Students will have opportunities to select a combination of course types.

3.1 Grades 9 and 10

The course types available are: academic, applied, open, and de-streamed courses.

Academic Courses (D)

Academic Courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Applied Courses (P)

Applied courses also focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study. (As part of the Ministry mandate to eliminate Applied level courses in grade 9, Amberson offers no Applied course in grade 9 – see De-Streamed courses below)

Open Courses (O)

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active

and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

De-Streamed Courses (W)
The Ontario Ministry of Education is committed to taking steps toward phasing out the use of streamed courses. Amberson College High School, in compliance to this expectation, will not stream students into Academic and Applied courses in Grade 9. Teachers will work collaboratively with support staff and other teachers to support students in their studies.

3.2 Grades 11 and 12

In Grades 11 and 12, courses offered to prepare students for their post-secondary destinations include: college preparation courses, open courses, university preparation courses, university/college preparation courses, and workplace preparation courses.

College Preparation Courses (C)
College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to a specific apprenticeship or other training programs.

Open Courses in Grades 11 and 12 (O)
Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

University Preparation Courses (U)
University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/College Preparation Courses (M)
University/College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

Workplace Preparation Courses (E)
Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to a certain apprenticeship or other training programs.

3.3 Explanation of Course Codes

Each secondary school course is identified by a five-character code. A sixth character may be used by the school. The Ministry of Education designates the first five characters; the school determines the sixth character.

The first three characters refer to the subject:

Example: ENG is English

The fourth character refers to the grade or level:

1, 2, 3, 4 refers to grades 9, 10, 11, or 12 respectively

The fifth character refers to the type of course:

C = College; D = Academic; E = Workplace; M = College/University;
O = Open; P = Applied; U = University; W = De-Streamed

Part 4: Courses Offered at Amberson College High School

It is important to complete course selections carefully and with consideration of long-term planning. Our guidance counsellors are specialized in completing academic planning and course selection with the students post-secondary ambitions and career aspirations in mind. Students can make course changes within the first teaching week of the course, provided there is space available. Please ensure to complete course selection in a timely manner and be aware that courses will only be offered when there is sufficient enrolment. In addition, if you do not see a course offering that you are interested in, please consult the guidance counsellors for alternative options.

4.1 Mathematics

Grade	Course Name	Course type	Course code	Prerequisite
9	Mathematics	De-streamed	MTH1W	None
10	Principles of Mathematics	Academic	MPM2D	Mathematics, Grade 9, De-Streamed

11	Functions	University	MCR3U	Principles of Mathematics, Grade 10, Academic
12	Advanced Functions	University	MHF4U	Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation
12	Calculus and Vectors	University	MCV4U	Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors.
12	Mathematics of Data Management	University	MDM4U	Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

MATHEMATICS - Grade 9 (MTH1W), 1.0 credit
This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

PRINCIPLES OF MATHEMATICS – Grade 10 (MPM2D), 1.0 credit
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.

FUNCTIONS – Grade 11 (MCR3U), 1 credit
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.

ADVANCED FUNCTIONS – Grade 12, University Preparation (MHF4U), 1 credit
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.

CALCULUS AND VECTORS - Grade 12 (MCV4U), 1 credit
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 threedimensional 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.

MATHEMATICS OF DATA MANAGEMENT – Grade 12 (MDM4U), 1 credit
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.

4.2 Business Studies

Grade	Course Name	Course type	Course code	Prerequisite
11	Financial Accounting Fundamentals	University/ College	BAF3M	NONE
12	Financial Accounting Principles	University/ College	BAT4M	Grade 11 Financial Accounting Fundamentals, University/College
12	International Business Fundamentals	University/ College	BBB4M	NONE
12	Business Leadership: Management Fundamentals	University/ College	BOH4M	NONE

FINANCIAL ACCOUNTING FUNDAMENTALS, Grade 11, (BAF3M), 1 credit
This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

FINANCIAL ACCOUNTING PRINCIPLES, Grade 12 (BAT4M), 1 credit
This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

INTERNATIONAL BUSINESS FUNDAMENTALS - Grade 12 (BBB4M) - 1 credit
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.

BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS - Grade 12 (BOH4M), 1 credit
This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

4.3 Canadian and World Studies

Grade	Course Name	Course type	Course code	Prerequisite
10	Civics and Citizenship	Open	CHV2O	NONE
10	Canadian History since WWI	Academic	CHC2D	NONE
12	Analysing Current Economic Issues	University	CIA4U	Any university or university/ college preparation course in Canadian and world studies, English, or social sciences and humanities

CIVICS AND CITIZENSHIP- Grade 10 (CHV2O), 0.5 credit
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

CANADIAN HISTORY SINCE WWI – Grade 10 (CHC2D), 1 credit
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.

ANALYSING CURRENT ECONOMIC ISSUES- Grade12 (CIA4U), 1 credit
This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

4.4 Classical Studies and International Languages

Level	Course Name	Course type	Course code	Prerequisite
3	International Languages	University Preparation	LBADU - LDYDU	Level 2 International Languages, University Preparation

SIMPLIFIED CHINESE – Level 3 (LKBDU), 1 credit
This course provides students with opportunities to consolidate the simplified Chinese language skills required for effective communication in business and personal contexts. Students will use a variety of print and technological resources that will promote their ability to apply the language in practical situations, and will engage in activities such as writing memos, reading articles, and applying conversational skills in business contexts. They will also add to their knowledge of the culture of countries where the language is spoken by using resources from the local and international community.

4.5 Computer Studies

Grade	Course Name	Course type	Course code	Prerequisite
11	Introduction to Computer Science	University	ICS3U	NONE
12	Computer Science	University	ICS4U	Introduction to Computer Science, Grade 11, University Preparation

COMPUTER SCIENCE, Grade 11 - (ICS3U), 1 credit
This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

COMPUTER SCIENCE, Grade 12 - (ICS4U), 1 credit
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

4.6 English

Grade	Course Name	Course type	Course code	Prerequisite
10	English	Academic	ENG2D	Grade 9 English, De-Streamed
11	English	University	ENG3U	Grade 10 English, Academic

12	English	University	ENG4U	Grade 11 English, University
12	Ontario Secondary School Literacy Course	Open	OLC4O	For eligibility requirements, see note below

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

ENGLISH, Grade 10 - (ENG2D), 1 credit
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 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.

ENGLISH, Grade 11- (ENG3U), 1 credit
This course emphasizes on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety for forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. This course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

ENGLISH, Grade 12 - (ENG4U), 1 credit
This course emphasizes on consolidation of 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 information 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 student for university, college, or the workplace.

ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC) - Grade 12 (OLC4O), 1 credit
This course is designed to help students acquire and demonstrate the cross- curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news report. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples for their writing.

4.7 English as a Second Language

Level	Course Name	Course type	Course code	Prerequisite
1	ESL Level 1	Open	ESLAO	NONE
2	ESL Level 2	Open	ESLBO	ESL 1 or equivalent
3	ESL Level 3	Open	ESLCO	ESL 2 or equivalent
4	ESL Level 4	Open	ESLDO	ESL 3 or equivalent
5	ESL Level 5	Open	ESLEO	ESL 4 or equivalent

ENGLISH AS A SECOND LANGUAGE, LEVEL 1, (ESLAO), 1 credit
This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

ENGLISH AS A SECOND LANGUAGE, LEVEL 2, (ESLBO), 1 credit
This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to

compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

ENGLISH AS A SECOND LANGUAGE, LEVEL 3, (ESLCO), 1 credit
This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

ENGLISH AS A SECOND LANGUAGE, LEVEL 4, (ESLDO), 1 credit
This course prepares students to use English with increasing fluency and accuracy in classroom and social situation and to participate in Canadian society as informed citizens. Students will develop their reading, writing, and oral presentation skills required for success in all school subject. They will study interpret a variety of grade-level texts; extend listening and speaking skills through participation in discussions and seminars; write narratives, articles, and summaries in English; and respond critically to various print and media texts.

ENGLISH AS A SECOND LANGUAGE, LEVEL 5, (ESLEO), 1 credit
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; writes 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.

4.8 Science

Grade	Course Name	Course type	Course code	Prerequisite
9	Science	De-Streamed	SNC1W	None
10	Science	Academic	SNC2D	Grade 9 Science, De-Streamed
11	Biology	University	SBI3U	Grade 10 Science, Academic
12	Biology	University	SBI4U	Grade 11 Biology, University

11	Chemistry	University	SCH3U	Grade 10 Science, Academic
12	Chemistry	University	SCH4U	Grade 11 Chemistry, University Preparation
11	Physics	University	SPH3U	Grade 10 Science, Academic
12	Physics	University	SPH4U	Grade 11 Physics, University Preparation
12	Earth and Space Science	University	SES4U	Grade 10 Science, Academic

SCIENCE, Grade 9 (SNC1W), 1.0 credit
This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

SCIENCE, Grade 10, (SNC2D), 1 credit
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.

BIOLOGY, Grade 11, (SBI3U), 1 credit
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.

BIOLOGY, Grade 12, (SBI4U), 1 credit
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.

CHEMISTRY, Grade 11, (SCH3U), 1 credit
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.

CHEMISTRY, Grade 12, (SCH4U), 1 credit
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.

PHYSICS, Grade 11, (SPH3U), 1 credit
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.

PHYSICS, Grade 12, (SPH4U), 1 credit
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.

EARTH AND SPACE SCIENCE, Grade 12, (SES4U), 1 credit
This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

4.9 Social Science and Humanities

Grade	Course Name	Course type	Course code	Prerequisite
12	The World of Fashion	University/ College	HNB4M	Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
11	Food and Culture	University/ College	HFC3M	NONE
12	Nutrition and Health	University	HFA4U	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
12	Families in Canada	University	HHS4U	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
12	Human Development throughout the Lifespan	University/ College	HHG4M	Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
11	Introduction to Anthropology, Psychology, and Sociology	University	HSP3U	The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)
12	Challenge and Change in Society	University	HSB4U	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

THE WORLD OF FASHION, Grade 12, (HNB4M), 1 credit
This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques, and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.

FOOD AND CULTURE, Grade 11, (HFC3M), 1 credit
This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

NUTRITION AND HEALTH, Grade 12, (HFA4U), 1 credit
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.

FAMILIES IN CANADA, Grade 12, (HHS4U), 1 credit
This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

HUMAN DEVELOPMENT THROUGHOUT THE LIFESPAN, Grade 12, (HHG4M), 1 credit
This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY, Grade 11, (HSP3U), 1 credit
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.

CHALLENGE AND CHANGE IN SOCIETY, Grade 12, (HSB4U), 1 credit
This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

4.10 The Arts

Grade	Course Name	Course type	Course code	Prerequisite
11	Drama	University/College	ADA3M	Grade 9 or 10 Drama, Open
12	Drama	University/College	ADA4M	Grade 11 Drama, University/College
10	Media Arts	Open	ASM2O	None
11	Media Arts	University/College	ASM3M	Grade 10 Media Arts, Open
12	Media Arts	University/College	ASM4M	Grade 11 Media Arts, University/College
11	Music	University/College	AMU3M	Grade 9 or 10 Music, Open
12	Music	University/College	AMU4M	Grade 11 Music, University/College
11	Visual Arts	University/College	AVI3M	Grade 9 or 10 Visual Arts, Open
12	Visual Arts	University/College	AVI4M	Grade 11 Visual Arts, University/College

DRAMA, Grade 11, (ADA3M) 1 credit
This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

DRAMA, Grade 12, (ADA4M) 1 credit
This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

MEDIA ARTS, Grade 10, (ASM2O) 1 credit
This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

MEDIA ARTS, Grade 11, (ASM3M) 1 credit
This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

MEDIA ARTS, Grade 12, (ASM4M) 1 credit
This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.

MUSIC, Grade 11, (AMU3M) 1 credit
This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

MUSIC, Grade 12, (AMU4M) 1 credit
This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

VISUAL ARTS, Grade 11, (AVI3M), 1 credit
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).

VISUAL ARTS, Grade 12, (AVI4M), 1 credit
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.

4.11 Guidance and Career Education

Grade	Course Name	Course type	Course code	Prerequisite
10	Career Studies	Open	GLC2O	None

CAREER STUDIES, Grade 10, (GLC2O), 0.5 credit
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.

4.12 Health and Physical Education

Grade	Course Name	Course type	Course code	Prerequisite
11	Healthy Active Living Education	Open	PPL3O	None
12	Introductory Kinesiology	University	PSK4U	Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 open course in health and physical education

HEALTHY ACTIVE LIVING EDUCATION, Grade 11, (PPL3O), 1 credit
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. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. 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.

INTRODUCTORY KINESIOLOGY, Grade 12, (PSK4U), 1 credit

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.

4.13 Technological Education

Grade	Course Name	Course type	Course code	Prerequisite
11	Communications Technology	University/College	TGJ3M	None
12	Communications Technology	University/College	TGJ4M	Grade 11 Communications Technology, University/College
11	Technological Design	University/College	TDJ3M	None
12	Technological Design	University/College	TDJ4M	Grade 11 Technological Design, University/College

COMMUNICATIONS TECHNOLOGY, Grade 11, (TGJ3M), 1 credit
This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

COMMUNICATIONS TECHNOLOGY, Grade 12, (TGJ4M), 1 credit
This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

TECHNOLOGICAL DESIGN, Grade 11, (TDJ3M), 1 credit
This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.

TECHNOLOGICAL DESIGN, Grade 12, (TDJ4M), 1 credit
This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and will explore career opportunities and the postsecondary education and training requirements for them.

4.14 Reference

All courses at Amberson College High School are developed in accordance with the Ontario Secondary School Curriculum. Course descriptions are written in reference to the Ontario Curriculum and Resources, Curriculum, Secondary Curriculum (9-12).

4.15 Access to Course Outlines and Ontario Curriculum Policy

All course outlines are available for review, if parents/guardians and/or students wish to do so, please contact the principal to make arrangements. Course curriculum guidelines may also be viewed at the Ministry of Education website: https://www.dcp.edu.gov.on.ca/en/curriculum#secondary

Part 5: Assessment and Evaluation of Student Achievement

5.1 Assessment and Evaluation Strategies

Your teacher will specify in the Assessment & Evaluation Schedule for your course which assignments are to be submitted. All assignments will fall under either assessment for learning, assessment as learning or assessment of learning. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning[3]. All assessment for learning and assessment as learning must be submitted, but they will not be counted towards the student's final grade.

Assessment of learning is used by the teacher to summarize learning at a given point in the course. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality and to support the communication of information about achievement to students themselves, parents, teachers, and others[4]. All assessments of learning are to be assigned grades based on levels in all or some of the four categories for each course. All courses have the categories of Knowledge/Understanding, Thinking/Inquiry, Communication and Application (some courses may vary a little). The course outline for each course describes the weighting of each category in the final grade.

In all courses, term work is worth 70% of the final grade, and the final evaluation and/or exam is worth 30%. Teachers calculate progress marks and final grades by using their professional judgement to find the most consistent and closest level for key expectations in each category. They then convert the levels to percentage grades, and find the grade based on the category weightings. This is based on Ministry of Education procedures; levels in each category are not calculated based on mathematical formulae, but are found by using professional judgement to assess what level best represents a student's consistent work.

5.2 Assignments

Students assume the responsibility to ensure that they have completed all of the assigned requirements of the course.

[3] Growing Success: Assessment, Evaluation, and Reporting in Ontario, 2010, pg. 28
[4] Growing Success: Assessment, Evaluation, and Reporting in Ontario, 2010, pg. 31

Assignments may be varied to include such assignments as essays, term papers, experiments, projects, participation in conference discussions, etc.

5.3 Final Evaluation

30% of the final grade, in a course, will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evolution. This assessment will be based on all the overall expectations.

5.4 Achievement Levels

Levels of achievement of the curriculum expectations are presented in achievement charts in each of the Ministry of Education's policy documents. These charts are organized into four broad categories of knowledge and skills:

- Knowledge/Understanding
- Thinking
- Communication
- Application

The names of the categories may vary slightly to reflect the differences in the specific nature of each subject. The charts contain descriptions of each level of achievement in each category; these are broad in scope and general in nature, but they provide a framework for all assessment and evaluation practices.

The Achievement levels will enable teachers to make consistent judgements about the quality of students' work and to give specific information about their achievement to their parents.

The achievement levels are associated with percentage grades and defined as follows:

Percentage Grade Range	Achievement Level	Description
80%-100%	Level 4	A very high to outstanding level of achievement. Achievement is *above* the provincial standard.
70%-79%	Level 3	A high level of achievement. Achievement is *at* the provincial standard.

60%-69%	Level 2	A moderate level of achievement. Achievement is *below*, *but approaching*, the provincial standard.
50%-59%	Level 1	A passable level of achievement. Achievement is *below* the provincial standard.
Below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.

5.5 Learning Skills Rubric

	Needs Improvement	Satisfactory	Good	Excellent
Responsibility	Rarely fulfills responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behaviour.	Sometimes fulfills responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behaviour.	Often fulfills responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behaviour.	Always fulfills responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behaviour.
Organization	Rarely devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks; identifies, gather, evaluates, and uses information, technology, and resources to complete tasks.	Sometimes devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks; identifies, gather, evaluates, and uses information, technology, and resources to complete tasks.	Often devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks; identifies, gather, evaluates, and uses information, technology, and resources to complete tasks.	Always devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks; identifies, gather, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	Rarely independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.	Sometimes independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.	Often independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.	Always independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.
Collaboration	Rarely accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal interactions; works with others to resolve conflicts; shares information, and promotes critical thinking to solve problems and make decisions.	Sometimes accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal interactions; works with others to resolve conflicts; shares information, and promotes critical thinking to solve problems and make decisions.	Often accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal interactions; works with others to resolve conflicts; shares information, and promotes critical thinking to solve problems and make decisions.	Always accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal interactions; works with others to resolve conflicts; shares information, and promotes critical thinking to solve problems and make decisions.
Initiative	Rarely looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others.	Sometimes looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others.	Often looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others.	Always looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others.
Self-Regulation	Rarely sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges.	Sometimes sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges.	Often sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges.	Always sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges.

5.6 Reporting Student Achievement

The school will communicate formally with parents by means of report cards issued mid-course (upon completion of ½ of the course work) and at the completion of the course. For the end of the semester final report, the school will adopt the Ministry of Education's directive that seventy percent (70%) of the grade will be based on assessments and evaluations conducted throughout the course. Thirty percent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

If the teacher feels that face-to-face communication is needed for any reason, they may request a meeting with the parent/guardian any time during the course.

Part 6: Prior Learning Assessment and Recognition (PLAR)

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

The PLAR process developed in compliance with ministry policy involves two components: "challenge" and "equivalency". PLAR procedures are carried out under the direction of the school principal who grants credits. PLAR is available for courses in grades 10, 11 and 12 to students registered in Amberson College High School.

The "challenge process" refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. A Ministry Requirement for the Assessment instruments for this challenge process must include formal tests (70 percent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 percent of the final mark). However, based on current circumstances, Amberson College High School does not have a PLAR Challenging process developed on file.

The "equivalency" process is the process of assessing credentials from other jurisdictions. At Amberson College High School, equivalency credits are granted to these students for placement only. Students who are eligible for equivalency credits are those who transfer to Amberson College High School from non-inspected private schools, or schools outside of Ontario.

6.1 Assessment Service

The Admission department at Amberson College High School provides a variety of services for students new to the board and those re-registering with us.

For our new students, the Admission department provides English language and mathematics assessments to assist students and schools in accessing student abilities and making the best course placement decisions. It is important to note that the assessment is not a formal placement test. The initial assessment process includes Placement Test, orientation to the Ontario Secondary School Diploma requirements and pathways options and credit counselling session.

English as Second Language (ESL) assessments are conducted for new international students

Student that meets ANY of the following circumstances must have their English language skills assessed during the Admission process:

- New to Canada, entering the Ontario school system for the first time, and whose first language is not English or is a variety of English not used for instruction in Ontario's schools
- Re-entering the Ontario school system following an absence of more than one year
- From a French language school in Canada
- International (Visa) students
- English Language Learners transferring from another Canadian school board (outside Ontario) to Amberson College High School and who still require ESL or ELD support

Following the assessment, an appropriate course placement is recommended (e.g., ESL. ELD, ENG) and an appointment is made for the student to register at the school.

Students who have obtained secondary school credits outside Canada can also have their prior learning assessed for Prior Learning Equivalent Credits.

6.2 Prior Learning Equivalent Credits

Students who are eligible for Prior Learning Equivalent Credits are those who have transferred to Amberson College High School from:

- outside Canada;
- other provinces;
- non-inspected private schools;
- home schooling environments.

As per section 7.2.5 (OS Policy and Program Requirements): Procedures for Students Transferring to an Ontario Secondary School from a Non-inspected Private School or a School outside Ontario and For students who do not have Ontario credits (students from non-inspected private schools or from schools outside Ontario), principals can use the PLEC table and the list of diploma requirements as a guide to determine:

- The total credit equivalence of the student's background for placement purposes;
- The number of credits, including compulsory credits that the student must earn to qualify for the Ontario Secondary School Diploma (OSSD).

In addition to the requirements listed above, principals have to ensure that the following requirements are met:

- A student who has no previous Ontario credits but who has successfully completed more than three years of secondary school is required to earn a minimum of four credits in Grade 11 or Grade 12 courses before being recommended for the OSSD;
- A student who has successfully completed more than three years of secondary school education, has previously earned at least three Ontario credits, and has returned to the Ontario educational system may qualify for the OSSD by completing a minimum of one Grade 11 or Grade 12 credit.

Amberson College High School's Summary of Minimum Credit Requirements regarding students enrolling from outside Ontario, where English is a Native Language:

Completed 3 years (finished Grade 11)	English Grade 11 and 12 plus An additional 5 credits at Grades 11 or 12
Completed 2 years (finished Grade 10)	English Grade 11 and 12 plus 1 Mathematics Credit (Grade 11 or 12) 1 Science credit (Grade 11 or 12)or 1 Technological Education credits (Grade 9-12) plus An additional 9 credits at Grades 11 or 12
Completed 1 year (finished Grade 9)	English Grade 10, 11 and 12 plus 2 Mathematics Credits (Grade 10 or 11) 1 Science credits (Grade 9 or 10)or 1 Science credits (Grade 11 or 12)or 1 Technological Education credits (Grade 9-12) plus An additional 15 credits at Grades 10 - 12

Part 7: Recording and Reporting

The following guidelines are developed in accordance with Ministry of Education, Ontario mandates. The guidelines in this document are a summary of the procedures and requirements.

7.1 Ontario Student Record (OSR)

An Ontario Student Record (OSR) file is maintained for each student. This record is a basic element in the process of monitoring a student's progress through school. Once a student's progress and achievement have been measured and evaluated, they are recorded in the OSR. Other data recorded include date of birth, proof of identification, Ontario Education Number (OEN), schools attended, names of parents/guardians etc..

If the student is currently attending another school and is only taking a single course from Amberson College High School, then the student's OSR will reside at the home school that the student is attending.

An OSR will consist of the following components:

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

7.1.1 Report Cards

Report Cards are completed by your academic advisor six times a year: once during the mid-point of each of the three semesters, and once at the end of each of three semesters.

A Report Card is completed for each student who has been enrolled in the school for more than six weeks within the reporting period. The Report Card will contain information regarding the students' academic achievements and suggestions on how to improve their performance. If the student has reached the age of 18, he/she can receive your Report Card in person or by mail. Otherwise, his/her Report Card will be forwarded to the student's parents. An exact copy of a completed Report Card will be filed in his/her OSR folder

7.1.2 Retention, Storage, and Destruction of Information in the OSR

The following components of the OSR will be retained for five years after a student retires from school:

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

The following components of the OSR will be retained for fifty-five years after a student retires from school:

- the OSR folder
- the OST
- the office index card

7.1.3 Access to the OSR

A student and his/her parents as well as the legal guardian may have access to examine the content of the student's OSR. Access to the OSR is also granted to the school personnel as designated by the principal. To request access to a student's OSR, the student or his/her parents or legal guardian must contact the principal directly in order to set-up a scheduled meeting.

7.1.4 Transfer of the OSR

The OSR is an ongoing record and may be transferred from Amberson College High School if the student transfers to another school. Transfer of the material in the OSR occurs by priority Post when Amberson College High School receives a written request from the receiving school. If the student is transferring to a school outside Ontario, then only a copy of the OSR is transferred. When a student retires, Amberson College High School may give the parents a copy of the OSR, if so requested.

7.2 Full Disclosure

The following policy and procedures will be used upon withdrawal from a course and repetition of a course.

As required by the Ontario curriculum, all courses coded with a 3 or 4 and U, M or O designation are subject to Full Disclosure of Ministry Policy. All courses in which a student is registered five days after the mid-term exam of each semester will be recorded on a student's transcript whether the course has been successfully completed or not. In addition, any repeated courses will be recorded on a student's transcript. This information is to be made available to Colleges and Universities for them to consider when making admission or scholarship decisions.

7.2.1 Withdrawal from a Course

Withdrawal occurring within 5 instructional days following the issue of the mid-term report card will not be recorded on the OST. All withdrawal occurred after the deadline will result in a "W" being entered in the Credit column of the OST along with the mark at the time of Withdrawal. Withdrawals from a grade 9 or grade 10 course are not recorded in the OST.

In order to withdraw from a course, the student needs to submit the "Course Drop/ Add" Application form with signature and the appropriate supporting documentation if applicable. The Application form MUST be retained in student's OSR

A student's parents or an adult student (eighteen years of age or over) may request that the Principal identify Grade 11 and 12 courses in which the student's performance was affected by extraordinary circumstances by using a special indicator. If the principal agrees with the student's or parents' claim, the special indicator "S" is entered in the "Note" column for these courses. However, the student's percentage grades are also recorded in the student's transcript.

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

7.3 Office Index Card

The office index card provides the school with immediate access to information about a student. It will remain at the school during the period in which the student is enrolled at the school. The card is not filed in the OSR folder and is not transferred with the OSR when the student transfers from the school.

The office index card will record the following information:

- the full name of the student, as recorded on the OSR folder

- the number assigned to the student by the school or school board, where applicable
- a Ministry Identification Number (MIN) or Ontario Education Number (OEN) assigned by the ministry, where applicable
- the gender of the student
- the student's date of birth (year, month, day)
- the name(s) of the student's parent(s)
- if applicable, the name(s) of the individual(s) who has (have) custody of the student
- the student's current address and home telephone number, as well as an emergency number if one has been provided
- the dates (year, month, day) on which the student enrols in the school, transfers from the school, and/or retires from school
- the name and address of the school to which the student transfers and the date on which the OSR is transferred
- the student's address on the date of transfer or retirement
- the name and address or some other means of identification of the school from which the student is transferring or retiring
- other information that is identified in accordance with the policies established by the school board

At Amberson College High School, the Office Index Card may be retained for 55 years on the school site. For more information about this, please contact the Guidance department at Amberson College High School

7.4 Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) provides an official and consistent summary of student achievement in the Ontario Secondary School Program. As students earn secondary school credits, their personal achievement in each course is recorded on this form as a percentage grade.

After the student leaves school, the Ontario Student Transcript will be kept on file and a copy will be provided to the student upon graduation or leaving school. The record is maintained in case he/she ever needs an official report of marks, such as might be required by a college, university or employer. Marks will not be released by the school without the permission of the student or parent/guardian if the student is under the 18 years of age. Students needing a certified copy of their Ontario student Transcript are required to contact the guidance secretary of Amberson College High School.

Amberson College High School will only establish or obtain the students OSR containing the OST, when the student becomes sole responsibility of Amberson College High School.

7.4.1 Equivalent credits record on Transcript

Regular day school students who transfer to an Ontario secondary school from a school outside Ontario or from a non-inspected private school may be granted equivalent credits through the PLAR equivalency process for regular day school students based on the principal's evaluation of their previous learning. The total number of equivalent credits and the corresponding number of compulsory credits are recorded on the OST.

Part 8: Support and Resources

8.1 Education and Guidance Support

At Amberson College High School, School policies are developed to accommodate and encourage continuous progress and accountability. All students at Amberson College High School are assigned a counsellor who helps monitor student progress, liaison with parents/guardian, distributes monthly reports to students, etc. Students must meet with their counsellor at least once a month during each semester.

Individual Guidance Support is designed to promote the development of strong self-advocacy skills and whose families support the development of goal setting, effective time management and independent learning skills.

The guidance program starts with having an ISP (Individual Study Plan) created to each full time student with the counsellor during the first term they are in attendance at Amberson. This plan will not only include what course a student will need to complete for OSSD requirements, but will also include the personal education plan according to their future goal or the prerequisite courses they need to take to satisfy the entrance requirements of the university of their choice.

Each semester, the student needs to arrange for at least one counselling session with the counsellor and discuss the student progress, feedback from teachers, as well as the next step plan. Each discussion session with the student will be recorded in the Guidance Discussion Form by the counsellor and kept for reference in the student's file.

Students can change their ISP at any point during the course of their study, and they are encouraged to make an appointment to visit the principal if help is needed. In order to ensure that students can successfully reach their ISP goals, Amberson has established various resources to assist each student during the process.

- School Computer Lab: Students may use the school's computer lab to assist them with their studies. Students have access to the Internet to do research with their essays and assignments because all our computer facilities are connected to wireless networks and they can bring their own laptops as well.
- School Library: The school will have available a set of core text books in the area. For research purposes, students can use the references, magazines, journals and literature works to assist them with their essays and research papers.
- Peer Tutoring: As a part of Community Involvement students are encouraged to take part in Amberson's peer tutoring group. Amberson will provide classroom space as well as recommend possible peer tutors to students.
- OUAC / OCAS assistance centre: The advisor will assist all students with providing necessary information for the post-secondary program; information regarding the university and college online applications; guidelines for choosing a major; taking Next step advising, etc.

8.2 Orientation

In order to help new students adjust to a new school and/or new environment, Amberson College High School has developed an Orientation Program to provide them with information about the courses and services available. Students who change schools in midyear, as well as students enrolled in Amberson for the first time may need such a program.

Orientation will be held by the Guidance department within the first week of school. The program is divided into different sessions, including an optional tour of the school facility. The 4 main components of the Orientation program are: Introduction to the school's curriculum; Amberson College High School school Policy; Guidance and service available at the school, special guidelines and safety Issues.

Introduction of the school curriculum includes the Ontario secondary school diploma requirement; course coding system, and the courses offering at school as well as the term/school year calendar

Amberson's policy will contain information about Ontario secondary school code of conduct; school's code of student behaviour, special policy regarding students' attendance issue, plagiarism, exam policy, as well as policy addressing attendance and absenteeism.

Special Guideline information include relevant school services for example library resource , accommodation service, the availability of remedial support, the guidance and career education program, peer helpers, the student council, and the community involved information ,etc. .

A Separate presentation about safety issues will be provided to all students within the first week of school. Students and his/her parents will receive a copy of Amberson College High School's course calendar, Course selection handbook and a copy of the student's timetable.

8.3 Exit Programs

Students retiring from Amberson College High School or those transferring to a new school will have the option to participate in the exit program. Its aim is to help all these students make a successful transition to the next stage of their lives.

Guidance will prepare exit programs for individual students according to students' annual education plans and future goals.

The exit programs for graduates should include the following:

- a review of each student's plans for postsecondary education, training, apprenticeship, independent living, or work
- information on university and college programs, application and admission procedures, visits to campuses, and so on
- information on apprenticeship programs
- information on procedures for applying for employment

8.4 Services for International Students

At Amberson College High School, we understand that it is not easy to leave your home to study in a new country. To help you adjust to the many changes, we have developed a variety of services for international students, including airport pick-up, orientation of Toronto and Amberson College High School, meet and greet with our teaching and support staff, an opportunity to be paired up with a senior student who will provide support for many issues, health insurance, counseling services and many government document application support. Should you have any concerns or questions, please do not hesitate to consult with one of our friendly counselors.

Part 9: Students Responsibilities and Expectations

9.1 School's expectations

Students are expected to adhere to the routines and practices for acceptable classroom behaviour as set out by the School Administration and classroom teachers

- Students are expected to be courteous at all times and to show respect for all others as well as themselves
- Students are expected to arrive on time for attendance in the morning and for every class, practice or appointment
- Students are expected to arrive for class with appropriate books, material and work

- No student shall subject another student to verbal or physical bullying, intimidation, or any other form of harassment
- All school equipment and personal belongings are private property and are to be cared for and respected as such
- The school will uphold the law in any circumstances involving criminal activity
- Students who repeatedly break the school rules and/or demonstrate a constant disregard for the Code of Behaviour, may be asked to find a more suitable school environment

9.2 Achievement

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

9.3 Attendance and Punctuality

There is a direct relationship between attendance and success at school. The Ministry of Education requirements dictate that credits are granted on the basis of 110 teaching hours in each subject. A student whose attendance is irregular is putting his/her credits in jeopardy. Students are expected to be prompt for both the formal and informal components of the program as well as for evening prep. For Amberson's specific policy regarding attendance and absenteeism, please refer to the policy handout.

9.4 Homework Expectations

Students should expect to have homework every school day. The homework load will vary from day-to-day, especially at the beginning of the year when teachers are assessing the abilities of classes and individuals.

Major essays and assignments are given well in advance and students are encouraged not to leave them to the last minute. The standard guideline for homework is 2.5 to 3 hours daily for Grade 11 and Grade 12 students.

9.5 Code of Student Behaviour

This code of behaviour has been developed to emphasize values and a feeling of self-worth and self-discipline in students. It is an expression of the school's climate and its atmosphere for learning. A positive climate is an environment in which all students feel that they are encouraged to participate and where they are a valued part of the school

Area	Expectations	Reasons
Attendance	• Attend all classes every day	• Part of assessment procedures • Leads to success • Influences prospective employers • Encourages good relationships • Develops commitment and responsibility • Maintains continuity in the classroom
Punctuality	• Be on time for each class	• Good habits are expected in jobs and personal relations • Avoids inconveniencing the teacher the class
Preparation for class	• Willingness to learn • Completion of work • Preparation for tests • Participation in class	• Better chance for success • Develops good work habits • Leads to increased learning • Encourages commitment and responsibility
Respect for Authority	• Respectful of all teachers, support staff and visitors	• Facilitate regulations and expectations
Respect for Peers	• Courteousness • Consideration • Avoidance of conflict • Non-violent conflict resolution	• Positive atmosphere for learning • Insults, disrespect and other hurtful acts disrupt learning and teaching • Physically aggressive behaviour is not a responsible way to interact with others • The possession or threatened use of any object to injure another person endangers the safety of oneself and others
Respect for Self	• No use of alcohol and illegal drugs	• Alcohol and illegal drugs are addictive and present a health hazard • Use of intoxicants such as alcohol or illegal drugs is forbidden
Respect for Property	• Respect for the school building, equipment, textbooks and adjacent property	• School is paid for and supported by parents • Correcting damage is expensive • Supports health and safety

9.6 Cheating and Plagiarism

Amberson College High School considers academic integrity as a fundamental commitment at our school, subsequently, academic dishonesty will be met with progressive consequences upon repeated offenses. Students are responsible for providing evidence of their learning within the duration of each semester.

There will be consequences for cheating and plagiarizing, as well as incomplete work and late submissions, discussed next. Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

The school has a variety of methods to review student's submitted work for authenticity through manual review as well as with the support of specialized plagiarization detecting technology, such as Grammarly and Turnitin. In the case of a suspected infraction, the course teacher and principal will complete a careful review of the submission and interviews with the student to determine the nature of the infraction. If the student is found to be guilty of academic dishonesty, the students will face disciplinary action.

Academic dishonesty may take the form of any of the following:

- Students will not submit work that was fully or partially completed or copied from another individual, or any sort of AI tools.
- Students will not submit work that was fully or partially completed or copied from the Internet.
- Students will not submit work that was fully or partially completed or copied from previous submissions or courses.
- Students will not submit work that reflects the ideas of another person, regardless of whether or not students use the other person’s exact words.
- Students will work independently on all assignments unless they receive permission from their teacher to work with another student.
- Students will not allow others to copy their work.
- Students will not use word-for-word translators to complete assignments.
- Students will not use any external materials or aids on final exams, unless otherwise specified by the teacher (i.e dictionaries).
- Students will properly cite and reference all ideas from others to support their own ideas.
- Students will contact their course teacher for help avoiding plagiarism.

9.6.1 Consequences of Academic Dishonesty

Amberson College High School adheres to a **progressive discipline approach** for all forms of academic dishonesty, including cheating and plagiarism. Amberson College High School attempts to administer consequences that are reflective of behavioural and academic consequences based on the following four

factors: **(1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student (Growing Success, 2010, p. 43).** With these guidelines in mind, Amberson College High School will use the following procedure to address issues arising from suspected cases of academic dishonesty.

1. *The school will ensure that at the beginning of every course students receive an introduction on the copyrights laws that exist in Canada and to discourage academic dishonesty.*
2. *When there is a suspected case of cheating of plagiarism, the teacher will bring this to the attention of the Principal.*
3. *Principal will review the report and follow-up with a meeting with student and the teacher.*
4. *A decision will be made following the meeting and will be communicated to the student, parents and teacher based on four factors listed above.*
5. *A progressive discipline approach will be adopted as a consequence that will include:*

   i) Re - doing the assignment for first occurrences
   ii) Students must review the definition of plagiarism /cheating and write a reflection on the topic.
   iii) Parents are notified
   iv) Student receives a mark of "0" on the section deemed to be plagiarized or copied
   v) Students will receive a mark of "0" on the whole assignment with no opportunity to resubmit

First Consequence

On the first offence, the student will be issued a grade of zero percent on the assessment, the student will be interviewed by the teacher/principal, and given the opportunity to resubmit the assessment after the completion of an Academic Dishonesty seminar to assist the student in avoiding future infractions. Parents/guardians will be notified of the first offence by letter, the requirement to complete the seminar, and the consequences of a second offence.

Second Consequence

On the second offence, students will be issued a grade of zero percent on the assessment, however, the student will not be permitted to re-submit a new assessment for evaluation. Parents/guardians will be notified of the second offence, a meeting will be scheduled with the parents/guardians and student, and the consequences of a third offence will be explained.

Third Consequence

On the third and final offense, the student will be removed from the course and assigned a "Withdrawn" status. Parents/guardians will be informed of the third offense, consequences, and removal from the course. This will also be documented and filed in the students records.

9.7 Late and Missed Assessments

As students are responsible for providing sufficient evidence of their achievement of the overall expectations in each course, students will need to be aware of the consequences that result from late and missed assessments, such as assignments and tests. Late assignments may be subjected to mark deductions that do not misrepresent the student's true achievement in attaining curriculum expectations. While missed assessments may result in a zero grade that is reflected on the students report card grade in accordance with the appropriate percentage weight of each assessment. Teachers will also evaluate late and missed assignments on the report card for the development of their learning skills and work habits.

Ultimately, the professional judgment of the course teacher will determine the consequences for late and missed assessments in their course in accordance with the school's general policies and guidelines. Please refer to the course outline for each teacher and course policies for late and missed assessments.

Part 10: Concluding Remarks

At Amberson College High School, we are committed to providing our students with exceptional holistic care that supports their academic and career needs, as well as their social, mental health and overall well-being necessities. Our guidance counsellors and staff are well trained to support the students in the development of well-round individuals. We also aim to pair students with qualified and experienced teachers to facilitate their learning and prepare them for their post-secondary ventures and ensure that they are well-adapted to be proactive members of society. Our teaching and learning strategies are aimed to provide students with hands-on and experiential learning opportunities that are culturally responsive and representative. We aim to provide students with learning opportunities that are representative of their lived experiences and builds on their prior knowledge while filling in any gaps. Our school ensures to foster a school environment that is inclusive, caring, safe, and welcoming for all its members. We hope to support and advocate for our students to provide them with the required education that will allow them to access their chosen pathways and become successful contributing members of the global society. We ensure that students and their families are valued members of the school community.

As we conclude the contents of the Course Calendar, again, we recognize that you may need more information pertaining to the school or a specific section/sub-section that requires further clarification. Please contact the school administration or the Principal for all inquiries not addressed in this handbook. We are available by phone at (416)495-0888, by email at achs@ambersoncollege.ca, or in-person by appointment.

AMBERSON
COLLEGE HIGH SCHOOL

Appendices - Policies

I. Attendance Policy

II. Hardware and Software Requirements

III. Acceptable Use Policy

IV. Community Involvement Activities Information Package

I. Amberson College High School Attendance Policy

The academic success of every student at Amberson College High School is important to us. Student's active participation in the online learning environment is critical to this success. Ontario Ministry of Education requires that each credit course, either online or in the classroom, be taught over 110 hours of instruction. We therefore expect a student's regular attendance in the virtual classroom.

At Amberson College High School, regular and active participation in online coursework is essential to academic success. To support consistent engagement, the following attendance rules apply to all students.

<u>Minimum Attendance Requirement</u>

- Students are required to log in to each enrolled course a minimum of **two (2)** times per week.
- A login is defined as any of the following activities:
    - Viewing course materials or activities
    - Posting a discussion thread or response
    - Submitting an assignment to the dropbox
    - Completing a quiz

Teachers will regularly review login histories using the tracking tools embedded within the online learning platform to verify student participation.

An absence will be recorded for any week in which a student fails to meet the minimum login requirement for a given course.

Students who are experiencing personal circumstances that may interfere with their ability to meet these expectations are encouraged to contact the school proactively. Support or accommodations may be arranged based on individual needs and circumstances.

If the student's attendance cannot meet Amberson College High School expectations, disciplinary actions will be taken depending on the number of absences the student may have in any enrolled course:

- If there are **3** absences accumulatively, an official warning letter will be issued to the student and their parents or guardians.
- A second and final warning letter will be issued when **5** absences were observed.
- Should there be no improvement in the students' online participation and a total of **7** absences observed for any enrolled course, the student may face serious academic consequences including but not limited to, academic probation, failure of the course, and dismissal from school. In such cases, the student's parents or guardians will be formally notified. A meeting will be scheduled with the student, their parents or guardians, and school staff to evaluate the situation and discuss appropriate interventions or remedies, if necessary.

Learning should be an ongoing process regardless of whether it takes place in an online or brick-and-mortar classroom. It is therefore expected that the student at Amberson College High School submits course work along the process to obtain proper feedback from the course teacher. A huge amount of course work submitted all at once by the student should be avoided at any point of the study.

For the same reason, the student is allowed to enroll in up to 4 courses at a time when study at Amberson College High School.

Once again, student's success is our utmost priority. We are always here to provide assistance whenever needed.

AMBERSON
COLLEGE HIGH SCHOOL

II. Hardware and Software Requirements

Learners participating in online courses should have access to hardware that meets or exceeds the following standards. Students with access to equipment that does not meet these standards may experience slow interactivity, limited interactions and waiting periods for file downloads.

Desktop Support

Browser	Supported Browser Version(s)
Internet Explorer or Edge	Latest
Firefox	Latest
Chrome	Latest
Safari	Latest

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android	Android 14	Android	Latest
Apple	iOS/iPadOS 17	Safari	Latest
Microsoft Surface	Windows 11	Edge	Latest

Please note that your browser must have JavaScript and Cookies enabled. It is recommended to have a typical Office suite of applications installed on your computer, specifically, word processor, spell checker, and a spreadsheet application are mandatory.

Each course could also have specific requirements for software, please consult your course instructor prior to the start of the course.

AMBERSON
COLLEGE HIGH SCHOOL

III. Amberson College High School Acceptable Use Policy

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

• The "Desire2Learn Learning Management System" (LMS) at Amberson College High School is intended for educational purposes only. Any use of any LMS tool within course for any other purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.

• Student access into the LMS is provided as long as the student follows the guidelines set by the school Principal, provincial, and federal laws.

• If the LMS is used inappropriately or in a prohibited manner, the principal reserves the right to terminate the registration or suspend the user. There is the possibility of further disciplinary action including legal prosecution, if the appropriate laws, regulations, or contracts are deemed necessary.

• Malicious LMS network damage, interference or mischief will be reported to the appropriate authorities.

• It is important to be aware that activities in an online environment are not private. The school reserves the right to monitor all material that is placed in a user's account and to remove it if deemed necessary.

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

- ❖ Never reveal your password to your course to any individual.
- ❖ Always immediately report to your principal any email or chat message which causes you concern or any message which requests inappropriate personal information from you.
- ❖ Never attempt to access unauthorized material or to impersonate another user. Any attempt to vandalize, harm or destroy data of another user is prohibited. Any attempt to vandalize the data of the course or school is also prohibited.

AMBERSON
COLLEGE HIGH SCHOOL

IV. Community Involvement Activities Information Package

The purpose of the community involvement requirement is to provide students with the opportunity to develop awareness and understanding of civic responsibility. Community involvement allows students to actively participate in supporting and strengthening their communities and learn more about themselves while exploring possible career opportunities.

All students must complete a minimum of **40** hours of community involvement activities before graduation.

These activities may be completed at any time during your years of study. You may also start accumulating your community involvement hours in the summer before Grade 9. Your will be able to choose your own community involvement activities. You will be responsible for fulfilling this requirement on your own time, and for keeping a record of your activities on forms supplied by the school. Be aware if you are **under the age of 18**, you will have to plan and select your preferred community involvement activities in consultation with your parents or guardians.

A completed Community Involvement Activities form must be completed by you, your parent/guardian (if under 18), and the community sponsor (the person or organization that provided the community involvement opportunity). You must submit the form to the school upon completion.

ELIGIBLE ACTIVITIES

The activities listed below are approved by the school for the completion of the community involvement requirement.

HELP YOUR NEIGHBOURS

• provide service to seniors or to others who have difficulty leaving their homes – raking, shovelling (no snow blowers), shopping (should not drive vehicles for this purpose), visiting, reading, meal preparation

• assist a neighbour with child care – take child to the park, watch child while parent prepares dinner

• tutor younger students – read, take to library, help with homework

• assist neighbours with pet sitting, animal care

HELP YOUR COMMUNITY

• volunteer at a seniors' home/centre – visit, read, play cards or board games, take seniors for walks, make crafts

• help organize local community events – food drives/banks

• take part in environmental initiatives – recycling campaigns, park cleanup, planting trees (should not use power tools like lawn mowers, hedge trimmers, woodchippers)

• get involved in charitable activities – walk-a-thons, daffodil sales, canvassing for non-profit organizations

• assist with sports teams but not as a player – community leagues, parks and recreation programs

• volunteer in leadership roles with community groups – youth groups

• volunteer in hospitals, libraries or any charitable, not-for-profit organization

• volunteer with social service or animal welfare agencies – Red Cross, United Way, Humane Society

• get involved in the democratic political process – scrutineering, canvassing, campaigning

• offer service through religious communities/places of worship

• assist with literacy initiatives – at local libraries, day care centres, community centres

HELP YOUR SCHOOL OR OTHER SCHOOLS

• help with sports teams – run skills drills, assist coach or team but not as a team player

• help in the library – shelve books, tidy up, change bulletin boards

• tutor other students – help with homework, review difficult concepts

• assist students with special needs – act as peer buddy

• assist with the planning of arts or athletic events – work on publicity, set up for track meets, sell tickets, check coats, offer technical support

• facilitate school events such as fun fairs, parent information nights - greet visitors, set up and supervise booths, give tours, serve refreshments

• assist with environmental activities – encourage recycling, plant trees/flowers, work on grounds crews (should not use power tools)

• participate in charitable initiatives – food and clothing drives, holiday drives for toys or food

• sit on school councils, committees – school governance, be a peer mentor/mediator, help with orientation of grade 9 students

INELIGIBLE ACTIVITIES

An ineligible activity is an activity that:

• is a requirement of a class or course in which you are enrolled

• takes place during the time allotted for the instructional program on a school day (an activity that takes place during the lunch breaks or spare time is permissible)

• takes place in a logging or mining environment, if you are under 16

• takes place in a factory, if you are under 15

• takes place in a workplace other than a factory, if you are under 14 and 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 tradesperson whose trade is regulated by the provincial government

• involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables

• consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities

• involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program)

If you need assistance in finding activities that suit your preferences, feel free to reach out to the school.