



Queen Elizabeth  
college of Canada

## **COURSE CALENDAR**

**2018/2019**

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**W**elcome to Queen Elizabeth College of Canada. Our programs will help you to develop the skills needed to live and work with success in a fast-changing world. These include:

- Creative thinking skills that will enable you to apply knowledge and information in a variety of situations to solve problems involving a wide range of factors and issues;
- The motivation and ability to continue to learn and develop new skills throughout life;
- Values and social skills that will allow you to participate fully in a society whose composition, structure, and needs are constantly changing; and
- Preparing you for future studies in Canadian universities and colleges.

### **School Philosophy**

We believe that Queen Elizabeth College of Canada should provide for all students a quality education in the English language representative of that found in the Canada. Also, we believe that Queen Elizabeth College of Canada should be preparing students to enter college or university programs. We further believe that the school should provide its multinational student body with an appreciation of the diverse cultures represented by its members.

Schools offer much more than a classroom and a teacher. They are agents of socialization; providers of knowledge, moral values, and self confidence; and vehicles to success. We recognize that quality education consists of many elements, including the following: academic development, character development and values education, activities to foster a sense of responsibility toward community, the formation of friendships including those across cultures, and a code of conduct which instills self-respect, self-discipline, and honesty. Underlying the total program should be recognition of individual differences. The school through its programs encourages and inspires students to think logically, creatively, and effectively for the benefit of themselves and society.

### **Mission Statement**

Queen Elizabeth College of Canada, will strive for excellence in education, promote life long learning, ensure an atmosphere in which students can reach their full potential, be sensitive to multi-cultural settings, and be adaptable and responsible citizens in a changing world.

### **Continue Reaching out to International Students**

International students often come to Canada from another country to pursue their secondary school needs. They often come to Ontario because the Ontario school system provides a world-class education. We need to focus on providing a positive

educational experience for our international students seeking online courses at Queen Elizabeth College of Canada so that many will consider Ontario as a potential destination as legal Canadian citizens for their future education. Actions to be taken are:

- ensure the learning activities at Queen Elizabeth College of Canada provide a high quality learning experience for international students;
- focus on the specific needs of international students and provide direct intervention for these needs in meaningful ways, unique to our online courses;
- develop strong learning skills in the international student through effective online teaching.

## **Introduction**

This calendar provides information about the Ontario school system, as well as an outline of available courses and policies at Queen Elizabeth College of Canada. This will enable you to make sound decisions about important course and program selections. It is not the only source of information, however. Our teachers and administrators can also provide valuable assistance in matters related to your course selections, and program and career planning. You are encouraged to seek advice and assistance from our teaching and administrative professionals.

## **Code of Behaviour**

**Queen Elizabeth College of Canada** believes that school promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. Our school's code of conduct strictly follows Ministry Of Education's Code of Conduct for Ontario Schools.

### **Standard Behaviour: Respect, civility and responsible citizenship**

#### **All school members must:**

- Respect and comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and opinions;
- Treat one another with dignity and respect at all times;
- Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Respect the rights of others;

- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Respect persons who are in a position of authority; and
- Respect the need of others to work in an environment of learning and teaching.

## **Physical safety**

### **Weapons**

All school members must:

- Not be in possession of any weapon, including but not limited to firearms;
- Not use any object to threaten or intimidate another person; and
- Not cause injury to any person with any object.

### **Alcohol and Drugs**

All school members must:

- Not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

### **Physical Aggression**

All school members must:

- Not inflict or encourage others to inflict bodily harm on another person; and
- Seek staff assistance, if necessary, to resolve conflict peacefully.

### **Immediate suspension will be the minimum penalty faced by a student for:**

- Uttering a threat to inflict serious bodily harm;
- Possession of illegal drugs; and
- Acts of vandalism causing extensive damage to school property or property located on school premises.

In these instances, police will be involved, as required, and conditions to return to school will be specified in accordance with school board policies.

**A student will be immediately suspended for:**

- Threatening a teacher, or other person in authority;
- Being in possession of alcohol; and
- Being under the influence of alcohol.

**The following chart summarizes the Safe School Policy at Queen Elizabeth College of Canada:**

	<b>ONE DAY SUSPENSION</b>	<b>TWO DAY SUSPENSION</b>	<b>THREE DAY IN/OUT SUSPENSION</b>	<b>EXPULSION &amp; LEGAL CHARGES</b>
<b>PHYSICAL VIOLENCE</b>	- pushing - shoving - throwing objects - mischief causing potential harm	- kicking - punching	- intent to harm - physical injury	- serious physical injury due to lack of restraint - gang violence - any physical violence directed at a teacher - premeditated Physical fighting
<b>VERBAL</b>	- name calling	- racism - implied intimidation - disrespect of authority	- intimidation involving physical threat - extortion - continual disrespect of authority	- threatening teachers
<b>WEAPONS</b>				- any physical threat or use of weapons - possession of lethal weapons such as knives or guns
<b>VANDALISM THEFT</b>	- reversible defacing of property	- petty theft	- theft - permanent defacing of property	- extensive, purposeful defacing of property
<b>DRUGS</b>				- dealing

<b>ALCOHOL</b>				- possession - under the influence
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**Note: Repeated offences of the above will result in expulsion.**

## Safe School Policy

### Introduction

Queen Elizabeth College of Canada promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe and to feel safe in our school. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others and oneself.

### Guiding Principles

Students, parents or guardians, teachers and other staff members are expected to adhere to the Code of Conduct at Queen Elizabeth College of Canada, whether they are on school property, on school buses or at school-authorized events or activities.

All members of the school community at Queen Elizabeth College of Canada are to be treated with respect and dignity, especially persons in positions of authority. They are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is unacceptable.

The possession, use or threatened use of any object to injure another person is strictly forbidden and will result in immediate expulsion.

Queen Elizabeth College of Canada has also adopted a zero tolerance policy towards members of the school community who are in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

Insults, disrespect and other hurtful acts disrupt learning and teaching in a school community. At Queen Elizabeth College of Canada, we all have a responsibility to maintain an environment where conflicts and differences can be addressed in a manner characterized by respect and civility.

## Attendance Policy

The Ontario Ministry of Education identifies attendance as an important component of the evaluation of student achievement.

Class attendance is compulsory, except in the case of illness. Any absences must be reported to school officials. Credits can be lost in the case of frequent absence for

other than medical reasons. Punctuality at all classes is expected, as it is a mark of respect for oneself and one's fellows.

In keeping with this position, Queen Elizabeth College of Canada has adopted the following policy:

At mid-semester:

- Where a student has missed two (2) classes, a teacher may be unable to assess his/her progress and so may give a "No Mark" designation, after consultation with the Principal.

At semester end:

- Where a student has missed four (4) classes, a teacher may be unable to assess his/her progress and so may give a "No Mark" designation after consultation with the Principal.

Every "No Mark" designation will be discussed with the Principal prior to the submission of marks.

## Daily Schedule 2018- 2019

### Semester I

**School Daily Schedule – Sept 17 2018 - February 8 2019, Mon and Wed  
Grade 12 Advanced Functions (MHF4U)**

Period	Time	Length
1	3.30 – 6:30 pm (Mon + Wed)	3 Hours

#### Documentation re: Credit Courses

- One period per course per day. Total 3 hours
- Number of days per semester: 38 (two days per week, Mon and Wed)
- Total hours (per course):  $38 \times 3 = 114$  Hours
- Note that Feb 5, 2019 is an extra session to make up for break time
- Note that Feb 6, 2019 is setup for exam purpose

**School Daily Schedule – Sept 17 2018 - February 8 2019, Mon and Wed  
Grade 12 Advanced Functions (MHF4U), class #2**

Period	Time	Length
1	5.00 – 8.00 pm (Mon + Wed)	3 Hours

#### Documentation re: Credit Courses

- One period per course per day. Total 3 hours
- Number of days per semester: 38 (two days per week, Mon and Wed)
- Total hours (per course):  $38 \times 3 = 114$  Hours
- Note that Feb 5, 2019 is an extra session to make up for break time
- Note that Feb 6, 2019 is setup for exam purpose

**School Daily Schedule – Sept 17 2018 - February 8 2019, Mon and Wed  
Grade 12 English (ENG4U)**

<b>Period</b>	<b>Time</b>	<b>Length</b>
<b>1</b>	<b>3.30 - 6:30 pm (Tues + Thurs)</b>	<b>3 Hours</b>

**Documentation re: Credit Courses**

- One period per course per day. Total 3 hours
- Number of days per semester: 38 (two days per week, Mon and Wed)
- Total hours (per course):  $38 \times 3 = 114$  Hours
- Note that Feb 6, 2019 is an extra session to make up for break time
- Note that Feb 7, 2019 is setup for exam purpose

**School Daily Schedule – Sept 17 2018 - February 8 2019, Mon and Wed  
Grade 11 English (ENG3U)**

<b>Period</b>	<b>Time</b>	<b>Length</b>
<b>1</b>	<b>5.00 – 8.00 pm (Tues + Thurs)</b>	<b>3 Hours</b>

**Documentation re: Credit Courses**

- One period per course per day. Total 3 hours
- Number of days per semester: 38 (two days per week, Mon and Wed)
- Total hours (per course):  $38 \times 3 = 114$  Hours
- Note that Feb 6, 2019 is an extra session to make up for break time
- Note that Feb 7, 2019 is setup for exam purpose

**School Daily Schedule – Sept 16 2014 - February 5 2015, Tues and Thu  
Grade 11 Mathematics (MCR3U)**

<b>Period</b>	<b>Time</b>	<b>Length</b>
<b>1</b>	<b>3.30 - 6:30 pm (Tue + Thu)</b>	<b>3 Hours</b>

**Documentation re: Credit Courses**

- One period per course per day. Total 3 hours
- Number of days per semester: 38 (two days per week, Mon and Wed)
- Total hours (per course):  $38 \times 3 = 114$  Hours
- Note that Feb 6, 2019 is an extra session to make up for break time
- Note that Feb 7, 2019 is setup for exam purpose

## Semester II

### School Daily Schedule – Feb 11, 2019 – June 30, 2019, Mon and Wed Grade 12 Advanced Functions (MHF4U)

Period	Time	Length
1	3.30 – 6:30 pm (Mon + Wed)	3 Hours

#### Documentation re: Credit Courses

- One period per course per day. Total 3 hours
- Number of days per semester: 38 (two days per week, Mon and Wed)
- Total hours (per course):  $38 \times 3 = 114$  Hours
- Note that June 25, 2019 is an extra session to make up for break time
- Note that June 26, 2019 is setup for exam purpose

### School Daily Schedule – Feb 11, 2019 – June 30, 2019, Mon and Wed Calculus (MCV4U)

Period	Time	Length
1	5.00 – 8.00 pm (Mon + Wed)	3 Hours

#### Documentation re: Credit Courses

- One period per course per day. Total 3 hours
- Number of days per semester: 38 (two days per week, Mon and Wed)
- Total hours (per course):  $38 \times 3 = 114$  Hours
- Note that June 25, 2019 is an extra session to make up for break time
- Note that June 26, 2019 is setup for exam purpose

**School Daily Schedule – Feb 11, 2019 – June 30, 2019, Mon and Wed  
Grade 12 Advanced Functions (MHF4U)**

<b>Period</b>	<b>Time</b>	<b>Length</b>
<b>1</b>	<b>3.30 – 6:30 pm (Mon + Wed)</b>	<b>3 Hours</b>

**Documentation re: Credit Courses**

- One period per course per day. Total 3 hours
- Number of days per semester: 38 (two days per week, Mon and Wed)
- Total hours (per course):  $38 \times 3 = 114$  Hours
- Note that June 25, 2019 is an extra session to make up for break time
- Note that June 26, 2019 is setup for exam purpose

**School Daily Schedule – Feb 11, 2019 – June 30, 2019, Mon and Wed  
Calculus (MCV4U)**

<b>Period</b>	<b>Time</b>	<b>Length</b>
<b>1</b>	<b>5.00 – 8.00 pm (Mon + Wed)</b>	<b>3 Hours</b>

**Documentation re: Credit Courses**

- One period per course per day. Total 3 hours
- Number of days per semester: 38 (two days per week, Mon and Wed)
- Total hours (per course):  $38 \times 3 = 114$  Hours
- Note that June 25, 2019 is an extra session to make up for break time
- Note that June 26, 2019 is setup for exam purpose

## Semester III

School Daily Schedule – July 1 2013 – July 31 2013, Sun to Thurs

Period	Time	Length
1	9:00 – 10.00 a.m	1 hour
2	10:15 - 11:15 a.m	1 hour
Lunch	Lunch	Lunch
3	12.00-1.00 pm	1 hour
4	1.15 – 2.30 pm	1.25 hour

### Documentation re: Credit Courses

- One period per course per day. Total 4.25 hours
- Number of days per semester: 23 (five days per week, Sun to Thurs)
- Total minutes: 4.25 hours x 23 days = 97.75 hours
- Make up date for July 1 on {insert date} : 4.25 hours
- Total Hours (per course): 102

# Holiday Schedule 2018-2019

Note: Queen Elizabeth is closed during the following dates:

## **Semester 1**

October 8th  
2012

Thanksgiving

December 24th 2012- January 4th 2013

Winter Break

## **Semester 2**

February 18th 2013

Family Day

March 11th 2013- March 15th  
2013

Spring Break

March 29th  
2013

Good Friday

April 1st 2013

Easter Monday

May 20th 2013

Victoria Day

## **Semester 3**

July 1st 2013

Canada Day

## **The Credit System and Diploma Requirement**

The high school program is based on a credit system. Students must earn a minimum of 30 credits (one for every 110-hour course successfully completed) to obtain the Ontario Secondary School Diploma (OSSD). Eighteen of the credits are compulsory, earned in a specified number of courses from a list of subjects that every student must take. The remaining 12 credits are optional, earned in courses that the student may select from the full range of courses offered by the school.

In Grade 9, most students will take a total of eight courses for eight credits.

Students must also complete 40 hours of community involvement activities and must pass the Ontario Secondary School Literacy Test, which is taken in Grade 10.

For students from overseas and outside Ontario, the Principal will assess the records and determine the number of foreign credits granted as equivalency and the number of credits that are yet to be earned.

### **Diploma Requirements**

The following are the requirements for the OSSD:

- 18 compulsory credits
- 12 optional/elective credits
- successful completion (passing) of the Secondary School Literacy Test (or successful completion of Ontario Secondary School Literacy Course)
- 40 hours community service

### **Requirements for Ontario Secondary School Certificate**

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma provided they have earned a minimum of 14 credits, distributed as follows:

Compulsory credits (total of 7)

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in mathematics

- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

Optional credits (total of 7)

- 7 credits selected by the student from available courses.

### **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. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated but will not be issued a new Certificate of Accomplishment.

# Ontario School System

## Ontario Credit System

A credit is granted in recognition of the successful completion 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 and Training for courses that have been developed or approved by the ministry. A half credit may be granted for each 55-hour part of a 110-hour ministry-developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

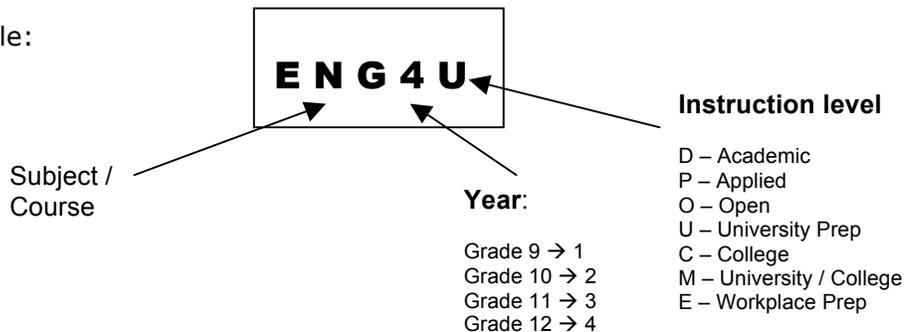
For the purpose of granting a credit, "scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom instruction and activities and/or through community placements related to work experience and cooperative education.

## HOW TO READ A COURSE CODE

Course codes are designed to accurately record the courses a student successfully completes in secondary school. The course code indicates the following:

- Subject area
- Grade level
- Instructional level

Example:



## **Rights and Responsibilities**

### **Students' Rights**

- to participate in all school programs that are appropriate to the needs and abilities of the student
- to learn in a classroom without being disturbed
- to be free of verbal and physical harassment
- to be respected by peers and staff

### **Students' Responsibilities**

- to attend classes regularly and punctually
- to respect the rights of others (i.e. their right to learn)
- to respect the property and equipment of others – peers, staff and community (school)
- to be diligent in preparing for lessons, assignments and other requirements of a program of studies
- to exercise self-discipline in words and deeds
- to co-operate in maintaining community policies, guidelines and harmony

### **Teachers Rights**

- to expect the fullest co-operation of all students in or out of class, while performing their teaching and supervision duties
- to expect support from the administration and parents in the disciplining of any student who interferes with the rights of others to learn and enjoy mutual respect

### **Teachers' Responsibilities**

- to manage their classrooms
- to report progress and conduct to the administration, parents and students
- to plan and conduct an effective program
- to exercise the authority and discipline in the manner of a "kind, firm, judicious parent"
- to plan, conduct and co-ordinate their classroom and extra-curricular activities with regard for the needs of the school as a whole

## Examinations

The final examination of a credit course will account for 30% of the total mark, unless a specific guideline indicates differently. Each examination will have components which assess knowledge and understanding, thinking and inquiry, communication and application skills.

### **Instructions for Examinations**

1. Notes are not to be brought into the examination room.
2. Textbooks should be brought into the examination room and placed on or below the desk to allow the teacher to collect them.
3. Coats are not to be taken into the examination room.
4. Students are expected to be in their seats in the examination room ten minutes before the start of the exam.
5. All students must remain for the full examination period unless otherwise directed by the teacher in charge.
6. Conventional procedures in examinations will be outlined by the teachers.
7. If illness or family emergency makes attendance impossible, the school must be contacted before or during the exam. A medical certificate is required for illnesses.
8. If you arrive **late** for an examination, report directly to the office. If a student arrives before the end of the exam, they will be given the remaining time. If a student does not write the exam, the course will be recorded as **incomplete**: that is **no credit will be granted.**
9. Students with conflicts in exam times may request adjustments to their exam schedule, by informing the Guidance Department or the Principal in advance of the exam dates.

### **Plagiarism Policy**

Queen Elizabeth College of Canada has adopted a plagiarism policy. A copy of this policy, along with the appropriate explanation, will be given to each student at the commencement of each course.

## Evaluation

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations.

**Evaluation is based on assessment of learning** that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning. For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations.

Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated. For students with special education needs and English language learners who may require accommodations but who do not require modified expectations, evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels. For students who require modified or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations rather than the regular subject/grade/course curriculum expectations.

## Assessment

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment for learning" and "assessment as learning". **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**

Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests.

As essential steps in assessment for learning and as learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;

### **ASSESSMENT FOR LEARNING AND AS LEARNING**

- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer and self-assessment.

**The following are applicable for all credit courses offered at Queen Elizabeth College of Canada:**

#### **Course Outlines & Student Access**

Course outlines are developed for all secondary courses offered. Students will be provided with a course description and evaluation breakdown at the commencement of each course. In addition, students have access to the entire course outline. They must advise their instructor in writing of their request and are allowed access under teacher supervision. Course outlines are not to leave school property with students.

#### **Prerequisites**

Most secondary school courses require students to have passed another course at a lower level, as required by the Ontario Ministry of Education and Training.

#### **Assessment**

Assessment is based on a combination of class work, assignments, demonstrations, projects, performances, tests and final examinations.

#### **Course Withdrawals**

If a student withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first report card, the withdrawal is not recorded on the

OST.

If a student withdraws from a course after four instructional days following the issue of the first report card, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

Note: Parent/guardian permission (where necessary) and approval of the Principal will be required in requests for withdrawal from a course.

### **Course Offerings**

The courses described in this booklet will be offered each year subject to sufficient enrolment, unless otherwise indicated. It is possible that courses will be over-subscribed, in which case not every student will be able to obtain his/her first choices.

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

The test of reading and writing skills must be written by all grade ten students, and must be successfully completed to obtain a secondary school Diploma. It can be written more than once and must be successfully completed by Grade 12. Deferral can be granted to students who did not successfully complete grade 9 English or students who are registered in English as a Second Language. Students who are granted a deferral must write the test at the next scheduled sitting. **Note:** Students who have been eligible to write the test twice and who have failed it at least once may take the Ontario Secondary School Literacy Course (OLC40) in place of the test. Principals have the discretion to enroll a student in the OSSLC before he/she has had a second opportunity to take the OSSLT. (refer to Policy/Program Memorandum No. 127)

### **Substitutions for Compulsory Courses**

Substitutions for a limited number of compulsory courses can be made from the remaining compulsory courses offered by the school. Up to three (3) compulsory courses can be substituted subject to the discretion of the Principal, in order to enhance student learning or to meet special needs or interests. Parental/guardian approval is required for students under the age of eighteen (18).

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

The Principal, assisted by the Guidance Department, can determine equivalency of credits, which involves the assessment of credentials from other jurisdictions. All PLAR procedures are carried out under the direction of the Principal, who grants credits, and are in compliance with policies laid out by the Ministry of Education. A maximum of four (4) credits may be granted for grades 10, 11 and 12, with no more than two (2) in one subject area.

### **Reporting Requirements**

Two (2) formal reports to parents and/or students will be provided each semester.

- Mid-semester report: Term evaluation instruments.
- Final Report: Term Evaluation instruments plus examination

## Community Involvement Activities

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary program. (Note: The 40 hours is completed over a four year period. Students who are enrolled for less than four years will complete community service hours as approved by the Principal. For example, a student who is taking secondary courses for one year would be expected to complete ten hours of community service.)

The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development. It will provide opportunities for students to learn about the contributions they can make to the community. Community involvement is also a valuable opportunity for foreign students to improve their oral English speaking skills and gain a better understanding of Canadian culture.

Community involvement activities may take place in a variety of settings, including businesses, not-for profit organizations, public sector institutions (including hospitals), and informal settings. Students **may not** fulfill the requirements through activities that are counter towards a credit (for example, cooperative education and work experience), through paid work, or by assuming duties normally performed by a paid employee.

The requirement is to be completed outside students' normal instructional hours: that is, these activities are to take place during students' designated lunch hours, after school, on weekends, or during school holidays.

Students will maintain and provide a record of their community involvement activities. The organizations or persons supervising the activities must confirm completion of the required 40 hours. The student must submit documentation attesting to the completion of each activity to the Principal. This documentation must include for each activity: the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents/guardians, and signed acknowledgement by the person (or a representative of the organization) involved. The Principal will decide whether the student has met the requirements of both the Ministry and the school for these activities.

Queen Elizabeth College of Canada is responsible for the implementation of community involvement activities through the school. The following is a list of approved activities, along with a list of the activities that the Ministry of Education and Training has stated are ineligible. Queen Elizabeth College of Canada will not approve student participation in any activities that are on the Ministry's list of ineligible activities.

Queen Elizabeth College of Canada must ensure that all participants, including students and community sponsors, are adequately covered by school insurance.

Students will select one or more community involvement activities in consultation with their parent(s)/guardian(s). The selection of activities should take into account the age, maturity and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment and preparation. The safety of the student is paramount.

It should be noted that students **will not** be paid for performing any community involvement activity.

### **List of Eligible Activities**

- Working and/or assisting with activities for the elderly (senior citizens)
- Working and/or assisting with persons who are physically or mentally challenged
- Coaching an athletic team in the community, or assisting with the management of the team
- Helping any community organization such as Rotary, Lions, Kiwanis, United Way, Kids Help Phone, Food Banks
- Working with the Boy Scouts of Canada or Girl Guides of Canada, Daily Bread Food Bank, Children's Aid Society
- Volunteer work in any health care setting (hospital)
- Working with any organization recognized as helping to make the city a safer or more environmentally sound place
- Volunteering time to raise money for recognized charities such as Kid's Help Phone, Canada World Youth, Interim Place, Canadian Cancer Society, Campaign Against Child Poverty, United Way
- Volunteering at the Humane Society or Veterinary Clinic
- Volunteering to help in a not-for-profit community activity that is approved by the Principal

### **List of Ineligible Activities**

An ineligible activity is an activity that:

- Is a requirement of a class or course in which the student is enrolled (e.g. co-operative education portion of a course, job shadowing, and 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 or 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 another person.

- Involves the handling of substances classed as “designated substances” under the Occupational Health and Safety Act.
- Requires the knowledge of a trades-person whose trade is regulated by the provincial government.
- Involves banking or the handling of securities, or the handling of 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).

## Recording and Reporting

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

The Ontario Student Record (OSR) is a record of a student’s educational progress in the Ontario school system. It is the Principal’s duty to ensure that report cards, and up-to-date Ontario Student Transcript (OST) and any additional information conducive to the improvement of the instruction of the student are kept in the student’s OSR and stored in a secure and safe location.

Every student has the right to have access to his/her OSR. Parents/guardians also have the right of access to the student’s OSR until the student becomes an adult (age 18).

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

The Ontario Student Transcript (OST) is a cumulative and continuous Ministry document that records a student’s successful completion of other diploma requirements. This document is to be kept up-to-date and filed in the OSR.

As required by the Ministry of Education, detailed record of students’ results are kept. Student transcripts are provided to potential employers, Colleges, Universities or other schools. The Ministry of Education has mandated what is known as the **Full Disclosure Policy**, applying to the Ontario Student Transcript (OST). Full disclosure of all course attempts, including course failures and all other courses dropped any later than five (5) instructional days after the first provincial report card is issued in grades 11 and 12 is made on all Ontario Student Transcripts.

## Types of Secondary School Courses

The curriculum for secondary school is organized into several types of courses. This system of courses is intended to enable students to choose courses that are suited to their strengths, interests and goals. In Grades 9 and 10, three types of courses are

offered: academic, applied and open. Courses in Grades 11 and 12 are designed to prepare students for a postsecondary destination.

### Types of Courses in Grade 9 and 10

**Academic Courses** are designed to cover the essential concepts of a subject and explore related material as well. Students will develop knowledge and skills in the subject through both theory and practical applications. The emphasis on academic courses is on theory and abstract thinking as a basis for future learning and problem solving.

### Types of Courses in Grades 11 and 12

**University Preparation courses** are designed to equip students with the knowledge and skills necessary to meet the requirements for university programs. Courses emphasize theoretical aspects of the subject and also consider related applications.

Course Information

Grade	Course Name	Course Type	Course Code	Credit Value	Prerequisites
<b>English</b>					
12	English	Univ. Prep.	ENG4U	1	English, Grade 11, Univ. Prep.
<b>Mathematics</b>					
11	Functions	Univ. Prep.	MCV3U	1	Principle of Mathematics Grade 10, University Preparations
12	Advanced Functions	Univ. Prep.	MHF4U	1	Grade 11 Functions, University Preparations
12	Calculus & Vectors	Univ. Prep.	MCV4U	1	The Advanced Functions, Course (MHF4U) must be taken prior to or concurrently with Calculus & Vectors
<b>Science</b>					
12	Physics	Univ. Prep.	SPH4U	1	Physics, Grade 11, Univ. Prep.

## **COURSE DESCRIPTIONS**

### **ENGLISH**

#### **English, Grade 12, University Preparation**

**(ENG4U)**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

**Prerequisite:** English, Grade 11, Univ. Prep.

### **MATHEMATICS**

#### **Functions**

##### **Grade 11, University Preparation**

**(MCV3U)**

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Principles of Mathematics, Grade 10, Academic

#### **Advanced Functions**

**(MHF4U)**

##### **Grade 12, University Preparation**

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

understanding of mathematics before proceeding to any one of a variety of university programs.

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

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

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

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

**SCIENCE**

**Physics, Grade 12, University Preparation** **(SPH4U)**

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

**Prerequisite:** Physics, Grade 11, University Preparation

**CHEMISTRY**

**Chemistry, Grade 12, University** **(SCH4U)**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific

information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

**Prerequisite:** Chemistry, Grade 11, University Preparation