Queen Elizabeth college of Canada

COURSE CALENDAR

2022/2023

TABLE OF CONTENTS

Welcome to Queen Elizabeth Academy. 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 Academy 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 Academy 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 Academy, 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 Academy 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 Academy 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 Academy. 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 Academy 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 Academy:

	ONE DAY SUSPENSION	TWO DAY SUSPENSION	THREE DAY IN/OUT SUSPENSION	EXPULSION & LEGAL CHARGES
PHYSICAL VIOLENCE	- 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
VERBAL	- name calling	- racism - implied intimidation - disrespect of authority	- intimidation involving physical threat - extortion - continual disrespect of authority	- threatening teachers
WEAPONS				- any physical threat or use of weapons - possession of lethal weapons such as knives or guns
VANDALISM THEFT	- reversible defacing of property	- petty theft	- theft - permanent defacing of property	- extensive, purposeful defacing of property
DRUGS ALCOHOL				- dealing - possession - under the influence

Note: Repeated offences of the above will result in expulsion.

Safe School Policy

Introduction

Queen Elizabeth Academy 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 Academy, 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 Academy 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 Academy 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 Academy, 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.

Online attendance is recorded and counted, as **the student must be logon during the entire period of our synchronous class**. I.e. if QE classes run from 3.30-6.30, the students must be present during this entire period to fulfill the class hours.

In keeping with this position, Queen Elizabeth Academy 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.

Procedures to record absence

Teachers will be responsible in recording absence in each class, written in the Attendance track sheet.

There are 4 types of absence:

1. Excused absence: a student is absent with a legitimate reason, such as illness or attending a sports event / university open house.
2. Absence: a student is absent with no legitimate excuse.
3. Late: 10 minutes after the designated starting time is considered late

Teachers will mark the student's attendance based on the above type of absence and late.

Daily Schedule 2022 - 2023

Semester I

School Daily Schedule – Sept 20 2022 - Feb 9 2023, Tues and Thurs
Grade 12 Advanced Functions (MHF4U)

Period	Time	Length
1	3:30 – 6:30 pm (Tues + Thurs)	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 X 3 = 114 Hours
- Note that Feb 8, 2023 is an extra session to make up for break time
- Note that Feb 9, 2023 is setup for exam purpose

School Daily Schedule – Sept 20 2022 - Feb 9 2023, Tue and Thurs
Grade 12 English (ENG4U)

Period	Time	Length
1	3:30 – 6:30 pm (Tue + Thur)	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 X 3 = 114 Hours
- Note that Feb 8, 2023 is an extra session to make up for break time
- Note that Feb 9, 2023 is setup for exam purpose

School Daily Schedule – Sept 19 2022 - Feb 8 2023, Mon and Wed
Grade 12 Chemistry (SCH4U)

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 X 3 = 114 Hours
- Note that Feb 7, 2023 is an extra session to make up for break time
- Note that Feb 8, 2023 is setup for exam purpose

Semester II

School Daily Schedule – Feb 13 2023 - Jun 28 2023, Mon and Wed
Grade 12 Advanced Functions (MHF4U)

Period	Time	Length
1	3:30 – 6:30 p.m. (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 X 3 = 114 Hours
- Note that Jun 27, 2023 is an extra session to make up for break time
- Note that Jun 28, 2023 is an extra day setup for exam purpose

School Daily Schedule – Feb 14 2023 - Jun 29 2023, Tue and Thurs
Grade 12 Calculus and Vectors (MCV4U)

Period	Time	Length
1	3:30 – 6:30 p.m. (Tue + Thurs)	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 X 3 = 114 Hours
- Note that Jun 28, 2023 is an extra session to make up for break time
- Note that Jun 29, 2023 is an extra day setup for exam purpose

School Daily Schedule – Feb 14 2023 - Jun 29 2023, Tue and Thurs
Grade 12 Chemistry (SCH4U)

Period	Time	Length
1	3:30 - 6:30 pm (Tues + Thurs)	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 X 3 = 114 Hours
- Note that Jun 28, 2023 is an extra session to make up for break time
- Note that Jun 29, 2023 is setup for exam purpose

Semester III

School Daily Schedule – July 3 2023 – July 31 2023, Mon to Fri

Period	Time	Length
1	**9:00 – 10.00 a.m**	**1 hour**
2	**10:15 - 11:30 a.m**	**1.25 hour**
Lunch	**Lunch**	**Lunch**
3	**12.00-1.00 pm**	**1 hour**
4	**1.15 – 3.00 pm**	**1.75 hour**

Documentation re: Credit Courses

- One period per course per day. Total 5 hours
- Number of days per semester: 22 (five days per week, Mon to Fri)
- Total hours (per course): 22 X 5 = 110 Hours
- Note that July 29, 2023 is an extra session to make up for break time
- Note that July 31, 2023 is an extra day setup for exam purpose

Holiday Schedule 2022-2023

Note: Queen Elizabeth is closed during the following dates:

Semester 1

| October 10th 2022 | Thanksgiving Day |
| December 19th 2022 - December 30th 2022 | Winter Break |

Semester 2

February 20th 2023	Family Day
March 13th 2023- March 17th 2023	Spring Break
April 7th 2023	Good Friday
April 10th 2023	Easter Monday
May 22nd 2023	Victoria Day

Semester 3

| July 1st 2023 | Canada Day |
| August 7th 2023 | Civic Holiday |

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.

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.
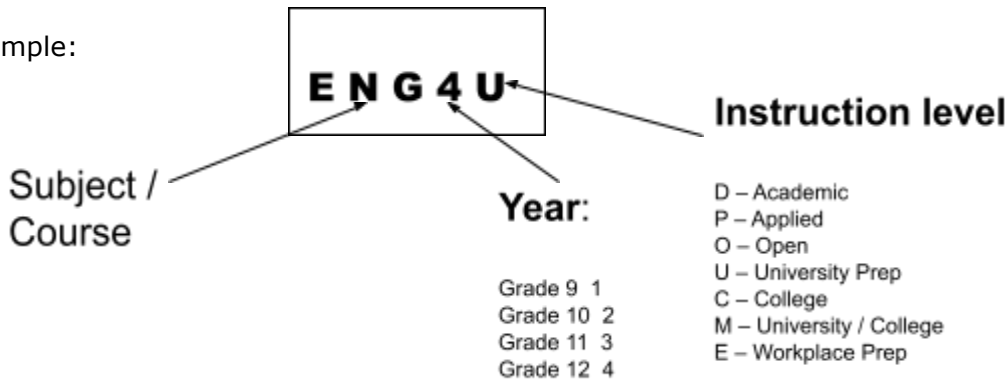
For the purpose of granting a credit, "scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student 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:

E N G 4 U

Subject / Course

Instruction level

Year:

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

D – Academic
P – Applied
O – Open
U – University Prep
C – College
M – University / College
E – Workplace Prep

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 a 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 Academy 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 Academy:

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 (OLC4O) 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 fours 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 Academy 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 Academy will not approve student participation in any activities that are on the Ministry's list of ineligible activities.

Queen Elizabeth Academy 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 and 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
English					
12	English	Univ. Prep.	ENG4U	1	English, Grade 11, Univ. Prep.

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Mathematics

Grade	Course	Type	Code	Credit	Prerequisite
11	Functions	Univ. Prep.	MCV3U	1	Principle of Mathematics Grade 10, University Preparations
12	Advanced Functions University	Univ. Prep.	MHF4U	1	Grade 11 Functions, Preparations
12	Calculus & Vectors	Univ. Prep.	MCV4U	1	The Advanced Functions, Course (MHF4U) must be taken prior to or concurrently with Calculus & Vectors

Science

Grade	Course	Type	Code	Credit	Prerequisite
12 Univ. Prep.	Physics	Univ. Prep.	SPH4U	1	Physics, Grade 11,
12 11, Univ. Prep	Chemistry	Univ. Prep	SCH4U	1	Chemistry, Grade

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, 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

The importance of completing a secondary education

It is important to complete secondary education. In today's competitive job market, the student must have a minimum education in order to advance in his or her career, and secondary education is an important step. In addition, secondary school serves to build a knowledge foundation for the student, in the area of English (writing, communication), scientific knowledge, mathematics knowledge, in a manner that he will be able to advance his career in specific areas in the future. Secondary education also provides opportunities to explore specific disciplines by allowing students to select specific credit courses, such as accounting, computer science, business, cooperation, sports marketing, to name a few. Finally, the student will learn about group work and working independently on projects, where they mimic the real world work requirements.

Queen Elizabeth Academy is committed to support each of our students to achieve academic excellence, and to achieve their potential. We strive to help develop their passion and explore the areas that they can achieve success.

The requirement to remain in secondary school until 18

It is a requirement for Queen Elizabeth Academy, to ensure that our students would remain in secondary school, until the age of 18 or obtain the OSSD (Ontario Secondary School Diploma)

Access to Course Outline

Students can gain access to course outline via Queen Elizabeth Academy website:

www.qecanada.com/outlines.html

Access to Ontario Curriculum Policy Document

Students can gain access to course outline via Queen Elizabeth Academy website:

www.qecanada.com/outlines.html

Expectation of the student's responsibility, achievement and attendance

Queen Elizabeth Academy has standard and expectation on our students. We expect and communicate to our students that they must follow their responsibility in completing homework, assignments, tests and exams. In addition, we expect our students to put forward with their best efforts on our course curriculum.

Attendance is important as part of the student's achievement. Students are expected to attend all the classes and be on time. Queen Elizabeth Academy has strict policy in attendance and being on time, in violation of these policies may jeopardize the credit.

Queen Elizabeth Academy supports our students to strive and achieve their potential. This is accomplished through constant communication between our teachers and students, helping them to develop learning skills such as time management. We expect our students to put forward their best effort, in our nurturing environment, to achieve and succeed.

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 Accomplish- ment may be a useful means of recognizing achievement for students who plan to take cer- tain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.
Additional ways for Students to Complete Courses and Programs

E-Learning

The term e-learning refers to the use of electronic technologies to support learning and teaching. It includes the use of computer-based learning modules, Internet-based courses, threaded discussions, video conferencing, electronic whiteboards, digital projectors, chat rooms, e-mail, and more. School boards use e-learning to offer a variety of learning opportunities, including online credit courses and online resources for the classroom delivery of learning programs.

When e-learning is made available in a board, it should be made available to all students, including students with special education needs. For any credit course delivered online, all of the curriculum expectations for the course must be accounted for (see section 2.2), and assessment, evaluation, and reporting must be done in accordance with policies outlined in Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 (2010) (see section 2.3).

Acceptable Use Policies

For security and tracking reasons, it is a requirement of e-Learning Ontario that students using the QEA Online Platform be uniquely identified within each jurisdiction with usernames and passwords. Boards offering e-learning opportunities to their own students or to students outside their area will establish, communicate, and implement board acceptable use policies. Such board acceptable use policies will include clear directions to teachers, students, and parents about the appropriate use of:

- Communication tools, such as e-mail, chat, telephony, videoconferencing, web conferencing, and threaded discussions;
- Student services, such as libraries, the technical help desk, and extracurricular events;
- Hardware, software, and technologies associated with e-learning;
- Orientation materials and opportunities.

Students registered in an e-learning course outside of their home board will follow the acceptable use policies of the board delivering the course. Where a student is taking a course in another board and where the two policies conflict, the acceptable use policies of the board delivering the course would take precedence.

The QEA Online Platform is to be used by teachers, students and parents or legal guardians authorized for use by the district school board. Materials on the QEA Online Platform are to be used for teaching and learning in Ontario district school boards and are not to be redistributed, sold, or posted on other web-sites that are not password protected. Students using the QEA Online Platform must be enrolled in a provincially-funded school. Students who are home-schooled can become an authorized user of the QEA Online Platform if they apply to their local district school board for a user account.

A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviors and interactions. Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions.A whole-school approach, which involves all members of the school community, is also important in supporting efforts to ensure that schools are safe, inclusive, and accepting. It is an effective approach to making systemic changes that will benefit all students and the broader community.

All students, parents, teachers and other school staff have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate. To foster a positive school climate that supports student achievement and well-being, school boards should focus on prevention and early intervention strategies to address inappropriate behaviour.

The provincial Code of Conduct sets clear provincial standards of behaviour. These standards of behaviour apply to students whether they are on school property, in a virtual learning environment, on school buses, at school-related events or activities, in before- and after-school programs, or in other circumstances that could have an impact on the school climate. They also apply to all individuals involved in the publicly funded school system – principals, teachers, early childhood educators, other

school staff, parents, school bus drivers, volunteers, and members of various community groups.

Standards of behaviour
Respect, civility, and responsible citizenship

All members of the school community must:
- respect and comply with all applicable federal, provincial, and municipal laws
- demonstrate honesty and integrity
- respect differences in people, their ideas, and their opinions
- treat one another with dignity and respect at all times, and especially when there is disagreement
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, 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
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- respect all members of the school community, especially persons in positions of authority
- respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for the educational and other permitted purposes outlined of this memorandum
- not swear at a teacher or at another person in a position of authority

Principals

Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:
- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment
- holding everyone under their authority accountable for their own behaviour and actions
- empowering students to be positive leaders in their school and community

- communicating regularly and meaningfully with all members of their school community

Teachers and other school staff

Under the leadership of their principals, teachers and other school staff maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth
- empower students to be positive leaders in their classroom, school, and community
- communicate regularly and meaningfully with parents
- maintain consistent and fair standards of behaviour for all students
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community
- prepare students for the full responsibilities of citizenship

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students:

- come to school prepared, on time, and ready to learn
- show respect for themselves, and for others, and for those in positions of authority
- refrain from bringing anything to school that may compromise the safety of others
- follow the established rules and take responsibility for their own actions

Parents

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfill their role when they:

- are engaged in their child's schoolwork and progress
- communicate regularly with the school
- help their child be appropriately dressed and prepared for school

- ensure that their child attends school regularly and on time
- promptly report to the school their child's absence or late arrival
- become familiar with the provincial Code of Conduct, the board's code of conduct, and, if applicable, the school's code of conduct
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues involving their child

Rights and Responsibilities (E-learning)

A. Rights and Responsibilities of the Principal of the School Delivering the E-Learning Course

The principal of the school delivering the e-learning course is responsible for:
- managing the enrolment of students in e-learning courses and ensuring they meet provincial and board policies for class size;
- deciding which e-learning courses will be offered;
- giving permission for an eligible student from another board to take an e-learning course;
- providing an orientation program to teachers teaching an e-learning course through the QEA Online Platform;
- providing an orientation program to students taking their e-learning courses to validate the student's suitability for e-learning and to prepare them for this style of learning;
- ensuring that outlines of the courses of study are available for examination;
- assigning teachers to teach the online courses and ensuring the courses are included in the required teacher workload;
- providing disciplinary support/action in alignment with board policies when required;
- ensuring that the teacher of an e-learning course reports information on student achievement to the student's home school for inclusion in the student's Ontario Student Record (OSR) and on the Ontario Student Transcript (OST);
- conducting performance appraisals of e-learning teachers as is current practice within the board;
- monitoring the online behavior of teachers and students;
- ensuring that suspension and expulsion rules as outlined in provincial policy and district school board policies apply to students participating in e-learning.

B. Rights and Responsibilities of the E-learning Teacher

The e-learning teacher is responsible for:
- becoming familiar with and utilizing teaching tools and communication strategies specific to the e-learning environment;
- ensuring that when any modifications are made to an e-learning course, the course continues to meet all requirements of the Ontario provincial curriculum;
- providing the final assessment and/or examination to student's home school principal for completion;

- providing all records and information on student achievement in the course to student's home school for inclusion on the Ontario Student Transcript (OST) and in the Ontario Student Record (OSR);
- communicating information on student progress to parents and students regularly and in accordance with the delivering board policies;
- conducting parent-teacher interviews. Given that face-to-face teacher parent interviews may not be possible alternative means may be used, such as telephone, videoconferencing and email.

C. Rights and Responsibilities of the E-learning Student

The e-learning student is responsible for:
- applying for an e-learning course through his/her home school;
- participating in an e-learning orientation;
- following all delivering school policies with respect to acceptable use and student conduct;
- informing his/her principal and/or guidance counsellor if he/she wishes to withdraw from an e-learning course.

General Behaviour Expectations:

The Ministry of Education reserves the right to implement monitoring software to record and identify inappropriate use of this system.
- As a user of QEA Online Platform, although every effort will be made by the DELC to control access, users should have no expectation of privacy and should behave accordingly.
- Users are expected to conduct themselves in a respectful, responsible and ethical manner while online. Because online communication is "faceless", users sometimes forget that the person they are communicating with is also human;
- Behaviour such as hate mail, harassment, discriminatory remarks, political or derogatory comments to individuals or groups and/or any unethical behaviour will not be tolerated.
- Users are expected to carefully consider the audience for a message and target the message using an appropriate distribution list or individual email account. In replying to messages, consider whether the reply is best sent to an individual, group of individuals or all.
- Hardware, software, and other online resources which make up the QEA Online Platform system are provided for the exclusive educational use of all students, parents and teachers and should not be otherwise copied, used or reused in any way, without the written consent of the Ministry of Education. These resources shall not be used for commercial purposes, product advertising, product/service purchasing, political lobbying, or political campaigning.

For Parents/Guardians of Students in Ontario, in addition to the conditions outlined here it is highly recommended that you become informed of the computer Acceptable Use Policy (AUP) of your daughter's/son's school/board.

Independent Study

Independent study is an arrangement by which a student is excused from attending some or all classes in a course in order to study independently but under the supervision of a teacher. Courses delivered through the Independent Learning Centre (see section 10.5) may form part of independent study.

There is no restriction on the number of periods that a teacher may allow for independent study within any given course. The teacher of the course is responsible for assigning components of the course, suggesting available resources, evaluating the achievement of the student, and ensuring that the total work involved is equivalent to that expected in the time scheduled for the course. Students are expected to demonstrate achievement of the overall curriculum expectations of the course. The principal will record the student's achievement on the Ontario Student Transcript.

Private Study

A student may be permitted to take one or more courses through private study in one or the other of two circumstances: (1) if the student is deemed to have a valid reason for not attending classes; or (2) if the school does not offer the course(s). The school must be willing to monitor the student's progress and evaluate his or her work. Courses offered through the Independent Learning Centre (see section 10.5) may form part of a student's private study program.

A student who wishes to apply for private study should submit an application as early in the school year as possible – normally not later than the first school day in September (the beginning of semester 1) if the student intends to complete the course by January 31, or not later than the first school day in February (or the beginning of semester 2) if the student intends to complete the course by June 30. The application will be submitted to the principal of the secondary school that will be monitoring the student's learning.

When a student has taken a course through private study, the principal will record the student's achievement on the Ontario Student Transcript.

The Independent Learning Centre (ILC)

Secondary school credit courses are available through the Independent Learning Centre (ILC). Courses offered will be courses from the curriculum policy documents and will enable students to fulfill the requirements for an Ontario Secondary School Diploma. ILC courses follow a blended learning model, combining print and online components with support from secondary school teachers certified through the Ontario College of Teachers (OCT). When a student has taken a Grade 11 or 12 ILC course, or successfully completed a Grade 9 or 10 ILC course, the principal of the school which holds the student's Ontario Student Record will record his or her achievement on the Ontario Student Transcript. Information about eligibility, enrolment procedures, and course offerings may be found at the ILC website.

Experimental Learning programs

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Experiential learning programs include job shadowing and job twinning, which may start in Grades 7 and 8, and work experience and cooperative education, which are offered in secondary school.

For students who are fourteen years of age or older and who are participating in experiential learning programs involving more than one day at the workplace, a Work Education Agreement form must be completed to ensure Workplace Safety and Insurance coverage. For details concerning coverage, procedures, benefits, and claims, see PPM No. 76A.

Cooperative Education

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs comple- ment students' academic programs and are valuable for all students, whatever their postsecondary destination.

A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program.

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

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

School boards must ensure that cooperative education programs are available to all interested students who are considered ready to undertake learning in the

workplace, including students with special education needs. Boards should also ensure that the programs are offered through a variety of delivery models, such as full-day programs, half-day programs, programs that allow for continuous intake, summer school programs, and night school programs, in order to meet the range of needs of the students and their local community.

All cooperative education programs must be developed and implemented in accordance with ministry policy as outlined in Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools.

Procedure relating to changing course type

The policy for changing course type must strictly follow The Ontario Curriculum. Students who intend to pursue university level credit must have the required pre-requisites to do so.

The principal has the authority to waive the pre-requisite only under very special circumstances where the students must write and successfully score an entrance assessment exam to do so.

Access to Outline of Course of Study and Ontario Curriculum

Course Outline: https://www.qetutoring.com/course-outline.html
Ontario Ministry of Education Growing Success:
https://www.qetutoring.com/growing-success.html
Ontario Curriculum Policy Document:
- Math: https://www.qetutoring.com/math-curriculum
- Science:https://www.qetutoring.com/science-curriculum
- English: https://www.qetutoring.com/English-curriculum

Hardware and software requirement

Hardware and equipment required:
Hardware / System requirement
- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
  - An HD cam or HD camcorder with a video-capture card
    Note: See the list of supported devices.
  - Virtual camera software for use with broadcasting software like OBS or IP cameras
    Note: For macOS, Zoom client 5.1.1 or higher is required.

Software / OS requirement
- macOS X with macOS X (10.10) or later

- Windows 11*
  *Note: Windows 11 is supported on version 5.9.0 or higher.
- Windows 10*
  *Note: Devices running Windows 10 must run Windows 10 Home, Pro, or Enterprise. S Mode is not supported.
- Windows 8 or 8.1
- Windows 7

Browser requirement
- Windows: Edge 12+, Firefox 27+, Chrome 30+
- macOS: Safari 7+, Firefox 27+, Chrome 30+
- Linux: Firefox 27+, Chrome 30+