Acadecap
International School

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I VISION, PURPOSE AND ACTION

FOUNDING DIRECTOR'S MESSAGE

Learn here! Be ready for the 2022–2023 School Year!

Being an AcadeCap student means that you are here to learn, aim to master the content of your courses, and to achieve academic success, at the secondary school level, even during a pandemic.

Since its foundation in 1998, AcadeCap has approached learning differently. Today, globally recognized education expert Tony Wagner tells us that "Learning by heart means that we need to get to the heart of learning," (2020) and this is an apt description of AcadeCap's philosophy. Our team of educators create an inclusive and safe environment and build a system that adapts to each learner. Even at first glance, the school is different! We have a third teacher: the design!

"Where are the walls?" is usually the first question visitors ask. AcadeCap adopted an open-space design to transform teaching and learning which, interestingly enough, now enables efficient cohorting and maintenance of distancing protective measure, simply by moving our walls of shelves. A large section of the open-space design has recently been allocated to the OSSD which students and staff fondly refer to as The Hive.

Our team of educators are also curriculum developers. If it doesn't exist, we create it to support our approaches to teaching and learning. This is where our proprietary AC's 21st Century Learning Curriculum© comes in!

Most teaching approaches focus on what learners cannot do. AcadeCap teaches the students what they can do; that their capabilities are not fixed at birth. The educational culture that today's students face, is focussed on standardized tests, IQ scores, and rankings. Unfortunately, these have become the goal, not the metric of how close students are brought to the actual goal … learning to learn in order to be contributing in life and work.

At AcadeCap getting to the heart of learning is part of every activity. Students from JK to grade 12 participate in a broad spectrum of activities ranging from i-STEAM challenges to international math contests to coding courses, from skiing to soccer to cross-fit. In all these activities, learners are not taught the activity, but are taught how to learn the activity. They are taught to get to the heart of learning.

AcadeCap has a telelearning solution that works based on who we are as a learning community. Moving to telelearning is actually just one more way of differentiating the learning for all its students, as it is accustomed to doing to ensure every student is reached. Telelearning is ready to be engaged should the need to learn from home become necessary again during the 2022–2023 school year.

Calling on you to be engaged, enthusiastic and successful in your learning!

Lucie Lalonde

Founding Director, Académie de la Capitale

OVERVIEW

For the grade 8 Reach-Ahead students and the grades 9 to 12 secondary school students, the 2022–2023 Académie de la Capitale Course Calendar is the most complete resource to help plan an academic path for the upcoming year and to provide you with accurate and up-to-date information for attaining the Ontario Secondary School Diploma (OSSD) and additional learning opportunities. **In Ontario, it is important for the secondary school student remain in school until the age of eighteen or obtain an OSSD. At the secondary level, students' ability to thrive academically and personally is also supported by their ability to choose courses and programs that best suit their skills, interests, and preferred postsecondary destinations.** Académie de la Capitale is committed to reach every student to help them achieve a successful outcome from their secondary school experience.

Secondary school students studying at Académie de la Capitale obtain an English language Ontario Secondary School Diploma (OSSD). A student may choose to obtain a French Immersion Certificate by way of criteria established by the Ontario Ministry of Education.

Académie de la Capitale continuously invigorates secondary school students, through:

- Reach-Ahead Grade 9 OSSD Math, Science, English or French as a Second Language credit course for the proficient grade 8 students
- À la carte OSSD credit courses boosting learning and achievement at your convenience, year-round, onsite or via the Live Onsite Option and/or the AcadeCap Telelearning
- À la carte OSSD courses available to the community at large and for the gap year and/or summer student, onsite and/or via AcadeCap Telelearning
- Educators knowledgeable in the various theories and practices of learning, teaching and experts in the subject they teach
- Flipped classroom approach and subject mastery learning for OSSD courses
- myBlueprint student portfolios and career education resources
- Monthly innovation in Science, Technology, Engineering, Art/Architecture and Math (iSTEAM) challenges and subject learning in a professionally designed Maker Lab
- Systematic Multisensory Intensive Literacy Education (SMILE) programme for students who require enhanced reading and/or spelling instruction
- Movable shelving wall units, white board walls, protective screens and two outdoor classrooms allow for mitigation of the COVID-19 transmission
- Small, close-knit, involved and supporting community of parents, students, teachers and administrators to support learning

It is to be noted that AcadeCap Telelearning, expertly developed by the Académie de la Capitale team, is available year-round to all students. When physical attendance is not possible, the OSSD students are able to access courses and follow their class schedule, seamlessly. EDU's as well as the AcadeCap's 21st Century Learning Curriculum and assessment expectations are built in the Live Online Option and Telelearning platforms.

SCHOOL PURPOSE

To empower learners by providing a purposeful education that transcends borders!

MISSION

Académie de la Capitale a comme but de créer un village où l'estime, le respect et le bien des autres sont valorisés.

Par le biais de l'apprentissage et de l'enseignement expérientiels, et à travers un cadre évaluatif précis et rigoureux, nous favorisons l'enquête, l'interaction et l'innovation en tant qu'ingrédients de la réussite scolaire.

À cette fin, nous encourageons les apprenants de tous les âges à apprendre de manière holistique, à chercher des réponses, à utiliser leur pensée critique et à agir.

Académie de la Capitale encourage ses élèves à développer une passion pour l'apprentissage dans toutes les sphères de leur vie, s'engager en faveur d'un monde pacifique et d'un développement durable.

Académie de la Capitale aims to create a village where consideration, respect and care for others are valued.

Through experiential learning and teaching, and through accurate assessment, it aims to develop inquiry, interaction and innovation as well as academic achievement.

To this end, Académie de la Capitale encourages learners of all ages to acquire holistic learning, to seek answers, to use critical thinking, and to act.

Académie de la Capitale encourages its students to become passionate about learning in all aspects of life, committing to a peaceful and sustainable world.

SCHOOL MOTTO

Inquisitive Minds Transcends Borders!

La curiosité intellectuelle transcende les frontières!

The Meaning of Students who Transcend Borders

Students:

- … construct learning according to their potential rather than solely based on their age and/or grade level;
- … review, accelerate and compact learning expectations, through expert differentiation;
- … turn a learning exceptionality into an exceptional learning potential;
- … learn, not memorize; relate, not regurgitate to achieve academic success
- … study and go beyond the confines of traditional subjects through themes of global commonalities;
- … use higher-order thinking to develop conceptual understandings;
- … participate in interdisciplinary and/or transdisciplinary complex problem-solving;
- … develop collaborative, social and workplace skills through interaction across the ages;
- … learn to work respectfully and empathically alongside each other in an open-concept facility;
- … become totally bilingual, and even multilingual;
- … engage easily in learning "beyond the classroom" as a result of the "pick-up and go" potential of the small class;
- … play, inquire, problem solve, develop passion and purpose;
- … develop mastery and achieve academic success;
- … access Live Online orTelelearning to support geographic mobility, travel and pandemics;
- … understand connections between learning and the "real world" to be ready to act!

II AGREEMENTS, CODES AND UNDERSTANDINGS FOR POSITIVE STUDENT BEHAVIOUR

PROFIL DE L'APPRENANT DE L'IB

Tous les programmes de l'IB ont pour but de former des personnes sensibles à la réalité internationale, conscientes des liens qui unissent entre eux les humains, soucieuses de la responsabilité de chacun envers la planète et désireuses de contribuer à l'édification d'un monde meilleur et plus paisible.

Les apprenants de l'IB s'efforcent d'être : *chercheurs, informés, sensés, communicatifs, intègres, ouverts d'esprit, altruistes, audacieux, équilibrés et réfléchis.*

THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

PROMOTING POSITIVE STUDENT BEHAVIOUR THROUGH PROGRESSIVE DISCIPLINE AND RESTORATIVE PRACTICES

Rationale

Académie de la Capitale is committed to enabling, encouraging and maintaining a positive school-wide climate for staff and students, which begins by building a solid foundation of respect, trust, care and optimism within and around our school community.

A positive school-wide climate is the key to the prevention of disruptions to the learning and teaching setting, enabling students to demonstrate the IB attitudes and Learner Profile, and to reach his or her learning potential.

Definition

Progressive discipline is a school-wide approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. The goal of all interventions is to provide students with appropriate supports that address inappropriate behaviour and allow for the students to reflect on the situation. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to a focus that is both corrective and supportive and allows students to take more responsibility to solve wrongdoings.

The staff uses a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make proper choices. Staff and students use restorative practices as a means to build relationships among students, staff, and families. It uses collaborative problem-solving and enhances student responsibility.

Staff understands that when a disciplinary issue arises, one should approach the affected students with the mind frame **"the problem is the problem, the person is not the problem."**

Practices to Promote and Support Positive Student Behaviour

Académie de la Capitale

- acknowledges the need to promote and support appropriate and positive student behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support students to reach their full potential
- supports the use of positive practices for preventative and positive behaviour management and restorative practices which are a constructivist, learning based approach to conflict and wrongdoing which makes a shift from managing behaviour to managing relationships

Solutions are reached through communication and places the focus on understanding how others may have been affected by these behaviours, and having empathy towards those affected. This approach places focus on being reflective and cooperating with others to find solutions to negative behaviours, with the responsibility shifting from adults punishing, to students understanding their misdeeds and bad decisions.

Preventative and Positive behaviour management practices may include:

- classroom circles
- programme modifications or accommodations
- class placement
- planned collaborative and cooperative work
- positive encouragement and reinforcement
- individual counselling
- conflict resolution
- student success strategies

Progressive Discipline

In some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour that goes against the Code of Conduct. In such circumstances, disciplinary measures are applied. This action may take several forms, determined by the nature and seriousness of the situation. The school applies early and ongoing interventions strategies to help prevent inappropriate behaviours and provide students with appropriate supports. The range of interventions supports and consequences are developmentally appropriate and provide opportunities for the student to focus on improving their behaviour.

When addressing inappropriate behaviour, Académie de la Capitale must consider all mitigating and other factors e.g. the particular student and circumstances, the nature and severity of the behaviour, and the impact on the school climate, as required by the Education Act and as set out in Ontario Regulation 472/07.

Early and Ongoing Interventions

Early interventions may include, but are not limited to:

- verbal reminders
- guided personal reflection
- visual cues to the desired behaviour
- review of expectations set out in the school's Code of Conduct
- clear examples of appropriate behaviour and opportunities to practise

- removal of distractions or targets
- a written work assignment with a learning component related to the incident
- detentions/learning sessions

Ongoing interventions may be necessary to sustain and promote positive student behaviour or address:

- underlying causes of inappropriate behaviour
- meet with parents
- volunteer service to school community
- conflict mediation
- restorative practices
- behaviour contract
- peer mentoring
- consultation with school and/or board support staff
- referral to counselling
- review of programme needs

In some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, progressive discipline will be applied.

Examples of Progressive Discipline

Some examples of progressive discipline may include early and/or ongoing intervention strategies, such as:

a) conference with all affected students

b) drafted contract by students with behaviour expectations

c) contact with the student's parent(s)/guardian(s)

d) verbal reminders

e) review of expectations and contract

f) written work assignment with reflection and positive behaviour contract

g) volunteer service to the school community

h) peer mentoring

i) referral to counselling

j) conflict mediation and resolution and/or

k) consultation.

Progressive discipline may also include a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

a) meeting with the student's Parent(s)/Guardian(s), student and Director

b) referral to a community agency for anger management or substance abuse counselling

c) detentions

d) withdrawal of privileges

e) withdrawal from class

f) restitution for damages

g) restorative practices and/or

h) transfer with supports.

Factors Considered When Applying Progressive Discipline

Disciplinary action and consequences will reflect consideration of any and all mitigating factors. The following mitigating factors will be considered:

1. the student does not have the ability to control his or her behaviour

2. the student does not have the ability to understand the foreseeable consequences of his or her behaviour and

3. the student's continuing presence in the school does not create an unacceptable risk to safety of any person.

Suspension and Expulsion

The following factors are also taken into consideration in mitigating the seriousness of an offence:

- the student's history
- whether a progressive discipline approach and restorative practices have been implemented
- whether a Violence Risk Threat Assessment (VTRA) has been triggered
- whether the activity was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation, or to any other harassment
- how the suspension or expulsion would affect the student's ongoing education
- the age of the student
- if the student has an individual education plan (IEP)
- whether the behaviour is a manifestation of a disability identified in the IEP
- whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct.

MENTAL HEALTH AND WELL-BEING

Protecting the health and well-being of all students is of utmost importance at AcadeCap. The School has adopted a suicide prevention policy which helps to protect all students through the following steps:

- Students learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This occurs in all health classes.
- The Director or designate acts as a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, the Director or designate will notify the parents and assist the student to connect with appropriate local resources outside of the school.
- Students have access to national resources which they can contact for additional support, such as:

• The National Suicide Prevention Lifeline—1.800.273.8255 (TALK), 988lifeline.org/

• The Trevor Lifeline—1.866.488.7386, www.thetrevorproject.org

- All students are expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any Team Member if they, or a friend, are feeling suicidal or in need of help.
- Students also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking helStaff will be assigned to the classroom to guide and to support the students online. Parens/guardians who choose this online option for their young child must be ready to attend and to support their child online for students in crisis.

STUDENT BEHAVIOUR AGREEMENT—BASED ON RESPECT AND IB LEARNER PROFILE INTERNATIONAL BACCALAUREATE ORGANIZATION 2013

Purpose of Agreement

Académie de la Capitale (AcadeCap) provides a setting that is conducive to an awareness of oneself, others and the environment. The school endeavours to create a learning environment in which every student is engaged, safe, motivated, and respected. School and class agreements are developed to help students understand their rights as learners and to develop a sense of responsibility that comes along with having these rights. Students are the agents responsible for their learning and their actions within the Académie de la Capitale learning community. They learn to care for and value classmates and teachers in such an environment.

Within our learning environment, we also have an open discussion about race. Learning experiences allow students and educators to observe and celebrate their unique identities. By intentionally teaching about race and related issues, we support the unlearning of racism and develop racism resistance.

The learning environment is thus a context in which various patterns of behaviour are modelled, which the student can then transfer to the world at large, and thereby make a personal impact. It is by such coordination that students can "create links" and express in their lives the values of international humanism.

The agreements, reached at the beginning of the school year, can be revisited as needed. They take into consideration the IB learner profile traits, the Eight Virtues Plus One values, ethics and racism resistance.

ACADECAP STUDENT GUIDE TO RESPECT

As an IB World School, students take ownership of their learning, their role and their behaviour at school. Students collaborate on "class agreements" using this guide to respect.

Students who show self-respect:

... demonstrate agency by taking ownership of their own learning and taking action as a result
... attend classes regularly, on-site, via live online or telelearning
... do their assignments with care and depth
... learn to manage time and respect assignment timelines
... take care of their belongings
... manage their cell phone use as a learning tool during instructional time
... engage in a healthy, active lifestyle and take sufficient rest and sleep
... adhere to the protective protocols and measures in place to limit transmission of viruses.

Students who show respect to others in the community:

... foster everyone's right to learn
... listen empathically, critically and/or attentively
... share ideas, resources, skills and knowledge
... engage in racism resistance
... are inclusive, 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
... accept diversity of opinions, abilities and ways to problem solve
... demonstrate adaptability to new situations and/or environments
... mentor and/or role model constructively
... refrain from personal cell phone and computer use during learning time.

Students who respect the learning environment:

... keep equipment and surroundings hygienically clean and organized
... use the school equipment as instructed and with care
... store school equipment carefully
... reduce, recycle, reuse, rot, refuse.

ACADÉMIE DE LA CAPITALE CODE OF CONDUCT

Based on the Ontario provincial Code of Conduct and the Education Act (Progressive Discipline and School Safety), amended August 29, 2019, and enforced as of November 4, 2019.

Purposes of the Code

... to ensure that all members of the Académie de la Capitale community, especially people in positions of authority, are treated with respect and dignity
... to promote responsible citizenship by encouraging appropriate participation in the civic life of the Académie de la Capitale community
... to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
... to encourage the use of non-violent means to resolve conflict
... to promote the safety of people in Académie de la Capitale

... to discourage the use of alcohol and illegal drugs.

Standards of Behaviour: Respect, Civility, and Responsible Citizenship

All members of the Académie de la Capitale 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 Académie de la Capitale 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

... to discourage the use of alcohol, illegal drugs and, except by a medical cannabis user

... to prevent bullying in schools.

Standards of Behaviour: Safety

All members of the Académie de la Capitale community must not:

- engage in bullying behaviours, including cyberbullying
- commit sexual assault
- traffic in weapons or illegal drugs
- give alcohol or cannabis to a minor
- commit robbery
- be in possession of any weapon, including firearms
- use any object to threaten or intimidate another person
- cause injury to any person with an object
- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes)
- inflict or encourage others to inflict bodily harm on another person
- engage in hate propaganda and other forms of behaviour motivated by hate or bias
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of Académie de la Capitale.

HOMEWORK AND ASSIGNMENTS

Homework furthers inquiry, learning and problem-solving; it encourages practice, consolidation, preparation and/or extension of learning expectations aligned with the Ontario Ministry of Education secondary curricula (OSSD) and Académie de la Capitale Pre-Secondary School Programme (PSSP).

Homework is most effective when it is meaningful to the student and meets the individual needs of the students.   It will be assigned at a level that students can complete independently whether done online, at home or in other settings. It is never assigned for disciplinary purposes. Formative homework is not graded. Completion of formative-type homework may lead to higher results in summative assignments, tests, projects, etc.

Meaningful homework enables students to:

… problem solve
… reflect on new concepts
… reflect on knowledge obtained through inquiry
… assimilate, revise and consolidate knowledge
… integrate skills through meaningful practice
… promote regular independent study practice
… form solid study skills
… organize time effectively outside the classroom
… encourage self-discipline and independent learning
… develop pride and responsibility towards one's own learning
… extend frontloading of knowledge
… spend more time to complete assignments
… provide enrichment and extension.

It can also serve to inform parents of the learning going on at school. It is a way for each family to support the school with a study environment that facilitates the child's learning.

Homework activities may include: developing questions pertaining to units of inquiry and interdisciplinary projects; finding information; refining a skill; reading for multiple purposes and comprehension; journal writing; learning dictation words and math facts; participating in special projects, research and/or in long-term assignments.

Duration and Weekly Frequency

The following table serves as a guide to the average amount of time allotted to homework

Grades 7 and 8	85 + minutes/day
Grades 9 and 10	95 + minutes/day
Grades 11 and 12	120 + minutes/day

Respect of XXI Century Family Lifestyle

The Académie de la Capitale Team acknowledges that valuable learning and numerous accomplishments take place outside of school and/or in after-school programmes and

activities. Parents and students can make teachers aware of certain periods where flexibility regarding homework and assignment due dates may be required. This flexibility will require clear communication and advanced planning on the part of the student and his/her family.

Académie de la Capitale students and their families travel and/or work regularly out of town. Homework and assignments are to be requested at least two weeks in advance. Travelling and out-of-town students have daily access to the classroom via Google Classroom and Google Meet. Course outlines, homework, links, readings, and other learning materials are available on Google Classroom.

With teacher input and guidance, Pre-Secondary and Secondary School students can provide their own in regards to assignment due dates. Such an approach to assignment completion encourages the older students to better manage their time, knowing they have some control over it. It teaches them planning, organizational and collaborative skills which are part of real life learning experiences.

The Académie de la Capitale Team will monitor and adjust demands accordingly during high periods of homework and assignments over the year. The team respects students' other obligations during periods of religious observance.

Concerns

If students are consistently taking more than the stipulated time to complete homework, parents and students are requested to inform the teachers of their concerns. The teacher(s) will then discuss and problem solve the matter with the students and the parents/guardians. As students are agents of their learning and successes, learning to manage time and priorities is an essential 21st century skill.

ACADEMIC INTEGRITY

Academic Integrity

It is the student's responsibility to engage in academic integrity when doing homework, completing assignments, doing research, writing essays, preparing class presentations and seminars, and doing quizzes, tests and exams.

Homework, lab reports, written reports, creative work, reflective assignments, take-home tests, research projects, and presentations must be completed by the student, and be the student's own research, thinking, and writing and speaking.

In developing the IB Learner Profile, students are encouraged to become independent thinkers, to believe in their own capabilities and to value their own opinion. We believe that self-confident students practise academic integrity.

Acknowledgement of Sources

In programmes offered at school, students will learn and develop solid research skills including acknowledgement of sources using various means such as online encyclopedias, Google Scholar, library resources, etc.

Plagiarism and Copyright Infringement

Students will not take the work of others, whether found on the internet or by looking over the shoulder of a classmate, or any other means and present it as their own. This is plagiarism!

Students and teachers will respect the rights of copyright owners. Copyright infringement occurs when a work protected by a copyright is inappropriately reproduced. Students and personnel will follow copyright laws as they apply to educational institutions.

Role of the Teachers

In order to prevent cheating and plagiarism, the school team will support the students in the following ways:

- outline and explain school policy on plagiarism to the students at the beginning of the school year and for each course;
- provide writing support to teach students how to do different types of assignments, such as presentations, lab reports, essays, literature reviews, news articles, etc., so that they are better equipped to do their assignments;
- teach students how to cite references and acknowledge sources;
- provide enough time for students to complete assignments;
- give assignments that have multiple parts or ask for research proposals or drafts so that students have to carry out organized and progressive research towards the final assignment;
- provide guidelines for every assignment so that students have to produce work that reflects the assessment outcomes in order to discourage plagiarism of generic content from the internet;
- may ask students to keep their microphone and camera turned on during assessments;
- inform students that assessments may be recorded;
- explain to the students that AcadeCap policies on academic integrity are consistent with academic standards, rules, and laws they will encounter throughout their academic and professional careers.

The following are resources that may be used for such tutorials. They also serve to demonstrate how these practices are consistent with academia in general.

- https://www.ryerson.ca/academicintegrity/students/tutorial-episodes/
- https://www.mcgill.ca/students/srr/honest/students/test

Consequences for students who cheat or plagiarize

The penalties for academic dishonesty are at the discretion of the teaching team, but the following should be taken into consideration when dealing with cases of plagiarism:

- the maturity of the student
- the number of incidents
- the individual circumstances of the student.

In most cases, the penalty for plagiarism will be a failing mark for the work in question. In all cases of plagiarism, the student's parents or guardians will be informed.

Students should understand that the consequences of a breach of academic integrity can have consequences that extend far beyond a single course or school. A record of academic dishonesty can follow a student far along their academic, and even professional career.

ONLINE COURSE POLICY AND PRACTICES

AcadeCap is committed to ensuring students get the most from their online learning experience. Attendance and engagement are crucial to student success and full accessibility to the instruction in the Live Online Option and the Telelearning.

Practices

Please find the AC Course Calendar 2022–2023 posted on the School's website: acadecap. org

Hardware and software requirements are as follows:

- laptop or desktop computer (at a minimum should run Chrome and be able to stream videos).
- touch screen device recommended
- web camera
- high-speed internet connection
- Adobe Reader
- Google Office Suite
- e-Whiteboard (e.g. AWW, or Google Jamboard)
- Scanner/printer

Online attendance protocols

All online students are required to login for every class on time, according to their schedules, using the provided Google Meet invitation sent to their email addresses or Google Hangout at the start of each class period.

Students are marked as late when they login later than 5 minutes after the class start time.

Parents/Guardians are required to communicate absences and late arrivals via the school's email address info@acadecap.org and to the course teachers.

Teachers will indicate attendance in an Online Attendance Log.

What constitutes student attendance:

- logging in for Google Meet sessions according to prearranged schedule
- being responsive during live-online or telelearning Google Meet sessions
- confirming viewing of pre-recorded lessons and asynchronous classes
- submitting soft copies of daily work, including reading/viewing notes
- submitting assignments and assessment work

Consequences for absences

When a student has an unexcused absence or unexcused lateness, the parents will be emailed by the teacher and/or Administration to determine the reasons.

If absence or tardiness reoccurs consistently, a meeting will be arranged with all involved parties to collaborate on the next steps.

Extreme tardiness and chronic absences put learning and academic success at risk.

Student Learning Logs

To monitor student activity when online learning is indicated, students will complete an activity log via a Google Form that will populate a Google Sheet that is verified by each teacher.

Data collected will include:

- Date and time
- Topic
- Time spent on each type of activity, as follows:

... class instruction,

... class work/project,

... research

... independent work

... collaborative work

... homework

... assessment,

... other

Synchronous/Asynchronous sessions

Asynchronous classes let students complete their work on their own time. Students are given a timeframe to complete the work, typically one week, during which they need to connect to their classes according to their prearranged schedule.

Completion of the Google Form following each class or activity via the Acadecap student account shall be equivalent to an electronic signature. The student must submit the log to the course teacher after each term.

Online Academic Integrity

The use of online resources and technology can lead more easily to plagiarism and the copying of ideas.

Students need to be aware of the school's policy on Academic Integrity and of the serious consequences of academic dishonesty. Students need to learn how to cite their online sources properly, and to convey information in their own words. In order to do this, they must practise analysis and synthesis, and expressing their own opinions. Students have to be aware of the difference between plagiarism, paraphrasing, and summarization.

Proctoring of Assessments and Evaluations

Summative assessments of learning will take a variety of forms, including: projects, essays, presentations, open-book tests or traditional exams. Exams take place on Google Meet and students are required to show the teacher their work space, and then keep their camera on as they work on the exam, which may be on the computer, or printed off on paper and then scanned to be handed in.

Student/Teacher/Parent Communication

Students, teachers, and parents are encouraged to maintain an open channel of communication via email and/or Google Classroom (students only) so that all are aware of any issues such as internet connectivity problems that may impact submission of assignments, attendance or participation.

ONLINE ACCEPTABLE USE AND PRACTICES

The Académie de la Capitale Online Acceptable Use Policy and Practises address learning in a live online, or telelearning capacity. It includes safe online practice and online communication.

The prescribed teleconferencing is the Google Meet application available as part of AcadeCap International School's corporate productivity software suite. Only members of the AcadeCap International School ("the School") community and registered participants of AcadeCap programmes will be given access to Google Suite via the AcadeCap email account.

Teachers and learners use only AcadeCap managed email accounts for instructional purposes. Accounts are set up for each learner prior to participation in the programme.

- Use of personal email accounts, chat programmes, apps, or other communications during the instructional hours is not permitted.
- Teachers use work provided equipment where possible such as a laptop or tablet but may also use their personal devices as needed.
- Personal devices are allowed with the understanding that no personal content will be shared with learners and the device will be used for instructional purposes only.
- Teachers will record the length, time, date, and attendance of any sessions held.
- Attendance records may be printed and kept in onsite storage.
- Appropriate privacy and safety settings will be used to manage access and interactions.
- Live 1 to 1 sessions will only take place with approval from the director, unless they are a scheduled occurrence, such as for the literacy tutoring programme. Parent(s)/Guardian(s) is (are) welcome to be present in the learner's room during these sessions.

VI COMING AND GOING

HOURS OF OPERATION AND TIMETABLE

Hours of Operation at 1010 Morrison, suite 200

The facility is in use from 7:30 a.m. to 5:30 p.m. At all times, students are to be under the direct supervision of an Académie de la Capitale team member.

Programme Hours: 9:00 a.m. to 4:00 p.m.

PSSP Grades 7 & 8 and OSSD Grades 9 to 12 Schedule

Arrival/Screening/Homeroom	7:30 a.m. to 8:50 a.m.
1st period	9:00 a.m. to 9:45 a.m.
2nd period	9:45 a.m. to 10:30 a.m.
3rd period	10:30 a.m. to 11:15 a.m.
Break/Nutrition	11:15 a.m. to 12:00 p.m.
4th period	12:00 p.m. to 12:45 p.m.
5th period	12:45 p.m. to 1:30 p.m.
Break/Nutrition	1:30 p.m. to 2:15 p.m.
6th period	2:15 p.m. to 3:00 p.m.
7th period	3:00 p.m. to 3:45 p.m.
Homeroom	3.45 p.m. to 4:00 p.m.
Departure/Supervision/After school clubs	4:00 p.m. to 5:30 p.m.

SIX-DAY ROTATION SCHEDULE

A six-day rotation does not mean there are now six days of school. Instead of defining a week as Monday through Friday, there will now be days labeled 1, 2, 3, 4, 5, 6, cycled throughout the school year. So, Day "1" may fall on a Monday one week but it may fall on a Thursday another week. The 6-day rotation ensures that PD days and Statutory Holidays do not always fall during the same class periods.

ATTENDANCE

AcadeCap Administrators use a school-specific online COVID-19 screening every morning to monitor the cases within the commununity.

Any absences related to confirmed cases of COVID-19 within the school community is recorded on a daily basis.

Lateness

It is important for students to arrive to school on time. The School Assembly, starting at 8:50 a.m. is crucial for taking attendance, listening to morning announcements, individual conferencing and getting ready to learn.

Please email us prior to 8:00 a.m. at info@acadecap.org or call the school at 613-721-3872 to let us know that a student will be arriving late. Students are responsible for completing all missed work due to lateness. Late arrivals are indicated on the report cards.

Students arriving after 9:05 a.m. should buzz at Door C. Screening protocols still apply.

Absences

Parents/Guardians are asked to email at info@acadecap.org or call the school at 613-721-3872 prior to 8:00 a.m. if a student will be absent. Students are responsible for completing all missed work due to an absence.

Absences are indicated on the report card.

Absences

Parents/guardians are asked to email at info@acadecap.org or call the school at 613-721-3872 prior to 8 a.m. if a student will be absent, especially if exibiting COVID-19 symptoms.

Students are responsible for completing all missed work due to an absence. Students with excessive absences may jeopardize promotion to the next grade. Students are therefore expected to attend all their classes.

Absences are indicated on the report card.

Online Attendance

When online learning is indicated, students are required to login for every class on time, according to their schedules, using the provided Google Meet invitation sent to their email addresses at the start of each class period. Parents/Guardians are required to communicate absences and late arrivals via the school's email address info@acadecap.org. Students are marked as late when students login later than 5 minutes after the class start time.

What constitutes attendance:

- •   Logging in for each Google Meet session
- •   Submitting assignments/assessments
- •   Online discussions
- •   Submitting soft copies of daily work.

Consequences

When a student has an unexcused absence or unexcused lateness, the parents/guardians will be contacted by the teacher and/or Administration to determine the reasons. If absence or tardiness persists, a meeting is arranged with all involved parties to collaborate on the next steps.

COMING AND GOING

**There are variations to the coming and going procedures during times of COVID-19 transmission. Please see COVID-19 Policies and Practices coming and going section for full details.

The Académie de la Capitale main entrance door, leading to C stairwell, is located at 1010 Morrison Drive.

Students and parents enter via Door C (main AcadeCap entrance) and exit at Door A (cloak room door) via the playground gate.

Family groups are requested to stagger entrance timing in such a way as to observe physical distancing of 2 metres and allow only 1 family group at a time in the stairwell. Please avoid congregating outside the school building at drop off and pick up times.

Pre-Arrival

Before arrival and not later than 8:30 a.m. on the day of arrival, the parent/guardian must complete a daily online screening questionnaire for parent/guardian and student, including an at-home internal temperature check when required. A link to the screening form is sent in the weekly reminders email.

Arrival

- School designated entrance doors unlock at 7:40 a.m. and lock at 9:05 a.m.
- The student enters via the designated Door C, uses the hand sanitizer, and proceeds to the cloak room.
- Only individuals wearing masks that have completed and passed the pre-screening are allowed to enter.
- At times a Greeter may actively verify screening prior to entry. The Greeter will have online access to the family group's screening information.
- Individuals who do not pass screening and/or are sick or do not have a mask cannot enter the building.
- Parents/Guardians who have not selected the pre or post supervision option in the enrollment contract are charged $15 for early drop-off before 8:30 a.m.

Late Arrival

- Please email us prior to 8:00 a.m. at info@acadecap.org to let us know that a student will be arriving late. All COVID-19 safety protocols still apply.
- Please ring the door bell at Door C.

Visitors

Académie de la Capitale reserves the right to limit visitors on-site. Pre-screening is required. Visitors must wear an KN95 or N95 mask. Rapid Antigen Test screening may be required for unvaccinated frequent visitors.

Departure

The pick-up location is at the Morisson Drive playground gate.

- The Parent/Guardian, wearing a mask, goes to the Morisson Drive playground gate to pick up their child.
- During inclement weather, dismissal will be inside via Door C, unlocked from 3:55 p.m. to 5:00 p.m.
- Use of hand sanitizer is encouraged upon leaving the building.
- The student who walks, buses, or bikes home must alert the administrator before leaving. Permission forms are available from the administrator upon request.

Early Departure

The Parent/Guardian of a student who needs to leave the school prior to dismissal or closing time is to email the school administrator, at info@acadecap.org, at the beginning of the school day.

After School Extracurricular Activities

Students are invited to participate in extracurricular activities geared to their interest, age group and abilities. Students will return to the designated supervision locale at the end of the activity. During a COVID-19 outbreak, the afterschool clubs may be done through Telelearning.

Pick-Up Permission (Alternate)

Alternate pick-up requires a form to be filled in by the Parent/Guardian. The individual must show ID at pick-up.

Late Pick-ups

Parents/Guardians who have selected the supervision option are charged a late fee of $25 for pick-up after 5:25 p.m. Parents/Guardians who have not selected the pre or post supervision option in the enrollment contract are charged $15 for pick-up between 4:30 and 5:25 p.m. The $25 late fee will apply after 5:25 p.m.

Recess

**During times of high COVID-19 transmission, staggering of schedules and physical distancing apply where possible at recess time. Otherwise, cohorts mix when having an outdoor recess. A level 2/3 mask is required outdoors, with supervised, timed mask breaks.

All students are reminded to wear outdoor attire that is appropriate for the weather, including rain gear. JK to Grade 8 students are not permitted to leave school grounds at any time. OSSD students may do so with a parent/guardian signed waiver. Académie de la Capitale personnel supervises the school grounds at recess.

SAFETY AND SECURITY

Accident/Incident

Any time a student is injured, an ACCIDENT/INCIDENT REPORT is completed by the teacher/ office administrator and a copy emailed to the parents after the teacher/office administrator

discusses the accident/incident with the parents/guardians. The signed report is kept in the Incident/Accident Report binder in the office.

Concussions

As set out in PPM No. 158, "School Board Policies on Concussion, Académie de la Capitale's policy on concussion includes strategies to develop awareness of the seriousness of concussions; strategies for the prevention and identification of concussions; management procedures for diagnosed concussions; and training of school staff.

Strategies for preventing and minimizing the risk of sustaining concussions (and other head injuries) at AcadeCap and at off-site school events:

- Wearing appropriately sized sports geared helmets when skiing, skating and biking during school hours is mandatory.
- Teachers, instructors and coaches supervise students at all times when they engage in gymnastics, jiu-jitsu and body checking sports and/or during off-site activities such as water polo, skiing, biking, rock climbing.
- Teachers, instructors and coaches, during class, during recess and/or during supervision to ensure proper and safe use of facilities, climbing structures, sports equipment.
- Teachers, instructors and coaches sweep gym, pool, fields, ski hill, visually for items that could cause injury to students.
- Teachers, instructors and coaches check facilities, climbing structures, sports equipment for deficiency or malfunction that could cause harm to those who use them.

Confidentiality

The sharing of private information is an integral part of conducting business in a school setting. The administration and personnel are responsible for the security of confidential information, e.g., report cards, medical exams, psycho educational assessments, psychological testing, collected and stored in the Ontario Student Record (O.S.R.).

The administration, teachers, supply teachers, parents, volunteers, students, therapists, and psychologists must observe the confidentiality of this information. Confidential information is to be shared 'behind closed doors,' on a need-to-know-basis only.

With a written request, parents/guardians and students over 16 have the right to access any information, stored in the O.S.R., about themselves or their child.

Parents/guardians and Académie de la Capitale administration and personnel are required to sign the CONFIDENTIALITY AGREEMENT FORM.

Criminal Reference Check

Criminal reference checking is a precautionary measure and is mandatory for a private school.

All successful candidates for either full-time, part-time or supply employee positions who have direct contact with the students will be required to provide a Police Vulnerable Sector Screening prior to employment. A Police Vulnerable Sector Screening is required for all volunteers and outside agencies who have been invited to teach at the school. Académie de la Capitale will make a copy of the original and initial it.

All employees and volunteers are required to have a Police Vulnerable Sector Screening every 5 years and sign an Offence Declaration for each year for the years in between within 15 days (before or after) previous offence declaration.

Emergency Evacuation

Fire Code Regulations re: drills and equipment

The current Emergency Operations Policy and Evacuation Plan is followed with the exception that during the monthly Fire Drills, a simultaneous drill does not occur. Cohorts practice exiting the school and walking to the meeting location such that physical distancing is maintained, hand hygiene before and after is completed, the number of people in the stairwells or at the meeting location is limited to the cohort, and masks are continuously worn. In case of an actual fire, students exit simultaneously, using the nearest exit.

Evacuation/Fire Drills take place monthly and are recorded by Académie de la Capitale. The director and personnel are responsible for supervising the students during these emergency/ fire drills. The fire protection equipment is tested yearly in accordance with Ontario Fire Code Regulations and is kept in proper working conditions. Fire extinguishers are inspected and kept in proper working order in accordance with Ontario Fire Regulations. Inspections are logged in monthly.

Students and personnel must always wear shoes in the classroom, in the gym, in the school.

Emergency/Fire Route to Designated Safe Area

As students line up in the designated safe area, the Lee Valley Tools parking lot, attendance will be taken by checking the students' names against the Attendance Registry.

The director, personnel and students will be allowed back into the building once the proper authorities have given authorization to do so.

Should we not be allowed back into the building within 10 minutes during the winter, all of the Académie de la Capitale community will take shelter in the Lee Valley Tools store, located at the corner of Greenbank Road and Morrison Drive. The second designated safe area is the Lee Valley Tools' administration 'green' building located at 1090 Morrison Drive, Ottawa, ON K2H 1C2.

The office administration personnel and the Telephone/Email Fan Out Committee will request that parents/guardians pick-up their child as quickly as possible.

Lockdown Procedures

Lockdown drills occur within cohorts, following physical distancing, hand hygiene and mask wearing practices. Discussions and/or visual demonstrations can be substituted for actual evacuations from the school.

In keeping with the commitment to maintain a safe learning environment for all students and personnel, Académie de la Capitale recognizes that in life-threatening situations where there is an active threat, the safety of the persons at the school is best insured by Lockdown Procedures. In such instances, the School Administration shall suspend the normal daily routine and activate Lockdown Procedures prior to the arrival of the emergency services.

The Académie de la Capitale Lockdown Procedures Drills take place at least twice a school year. The procedures have been developed with the guidance of the police officer and an emergency management specialist . The lockdown procedures are available at the office.

Académie de la Capitale personnel are trained in violence risk-threat assessment.

Protective Measures and Protocols during COVID-19 Outbreak

- Everyone in the environment is wearing a mask and/or a shield and/or goggles.
- Student and staff protective screens are installed on desks and tables, used during lunch.
- Protective screens allow students and staff to take a break from wearing a face covering.
- Tested and optimized ventilation reduce the concentration of virus particles in the ambient air.
- Stand up HEPA filtering units are set up in various areas of the school.
- Hand sanitizing stations are set at the entrance, on walls, on staff desks.
- Additional cleaning and disinfecting protocols are scheduled daily and weekly.
- Students and staff are required to bring in personal large water bottles.
- Hot lunches from Chef Erick will be individually packed.
- Planned and trialed personal distancing, in cohort of 15 students, is implemented in as many ways as possible, whether sitting down or moving about the space.
- Two outdoor classrooms are available year-round.

IV LEARNING TRANSCENDING BORDERS

21ST CENTURY LEARNING CURRICULUM© IN AN OPEN-CONCEPT AND/OR OUTDOOR AND EXPERIENTIAL LEARNING ENVIRONMENT

At Académie de la Capitale, we aim to connect studies in traditional subjects and real world through the development and mastery of 21st century identified core competencies in:

- Communication
- Self-management, life and career
- Complex problem solving
- Collaborative problem solving
- Literacy proficiency
- Green and sustainability initiatives

The 21st Century Learning Curriculum© is three-tiered: in Grades 7 and 8, in Grades 9 and 10 and in Grades 11 and 12.

Entrenching these core competencies in the curriculum boosts the development of "smart creatives" (Google terminology) for work, citizenship and lifelong learning. (Tony Wagner, The Global Achievement Gap, 2008, 2010, 2014 and Most Likely to Succeed, 2015).

21st century core competencies as best developed in a facility designed to foster interaction between students of different age, grade, and ability. Académie de la Capitale feels more like a creative, unconventional workspace than the traditional amalgam of discrete classrooms. Sound baffles allow for focus learning areas.

Workgroups of multi-level classmates pepper the space! Hard at work, these small groupings allow students to have their ideas heard and their contributions noted, all the while developing a collaborative skill set by working with peers of different backgrounds and capabilities. They also provide students with the opportunity to continually interact with teachers, various specialists, and guest speakers. Interactive, experiential and authentic learning opportunities also engage students in critical, ethical and dialectical thinking essential to mastering subject content, even during a COVID-19 outbreak. Our community and our school's physical layout work hand-in-hand to create a space wherein all students are empowered to think, to ask questions, to access resources, to take risks, to problem solve and consequently, to acquire the steps to the innovation process.

Our movable walls of book and resource-packed shelving units and white boards have permitted a reconfiguration of the learning space to maximize distancing and movement.

I STEAM IN THE PSSP AND OSSD

STEM stands for Science, Technology, Engineering and Mathematics. Some schools incorporate an "A" to represent Arts/Architecture. In 2019–2020, we renamed our programme to reflect the ever-changing industry, and we now call our programme iSTEAM—Innovation in Science, Technology, Engineering, Arts/Architecture, and Math. Adding innovation allows to incorporate the design cycle and gives credit to student work, demonstrating that they also use innovation to problem solve within the realm of STEAM. To incorporate iSTEAM into everyday learning, students from every grade participate in monthly challenges, coding activities, math competitions, science demonstrations and different clubs that highlight the iSTEAM.

With its highly qualified staff dedicated to providing the most enriching iSTEAM experience possible, Académie de la Capitale is committed to equipping its students with the concepts, the skills and knowledge necessary to attain their goals.

DIFFERENTIATED LEARNING ENVIRONMENT AND OPPORTUNITIES

At Académie de la Capitale, differentiation is acknowledged as a sound teaching practice and applies to all students. It is important to ensure that each individual is supported to make the most effective use of the range of learning opportunities provided. Teachers use a variety of activities and resources that match the learners' goals and learning strategies and that are relevant to developing their conceptual understanding and supporting their acquisition of knowledge. It is essential that all students have an understanding of themselves as learners so that they will be able to self-advocate independent learning skills within the PSSP, the OSSD and beyond.

The open-concept workspace, the Maker Lab, the learning across-the-ages and the small class sizes at Académie de la Capitale allow for a great deal of flexibility and opportunity to differentiate. To accommodate the learning needs and the potential of each and every student, all teachers adjust their own teaching strategies, as well as their schedules. Teachers apply their understanding of conceptual learning, Bloom's Taxonomy, the revised Bloom's Taxonomy, the theory of Multiple Intelligences and Marzano and Kendall's Taxonomy of Educational Objectives to ensure that all types of intelligence are respected and that in-depth thinking is achieved.

To the benefit of the learners, teachers work together to explore basic knowledge about learning, memory, attention and motivation in a practical manner, instead of focusing on technique without a sound theoretical basis. (Peter Senge: Schools That Learn, 2012)

Teachers trained in the Orton-Gillingham (OG) approach to reading and writing and other multi-sensory methods provide one-to-one and small group training, and/or incorporate the OG strategies in daily instruction.

Students who exhibit fine-motor difficulties learn keyboarding and have a laptop and/or a tablet with applications that enable them to support their learning, to facilitate putting thoughts down in print or in audio and to complete their assignments.

Freedom of movement allows students to continue to learn kinesthetically. Students who are constantly on the move are allowed to do so, learning not to hinder others in their learning.

Suitability of Programme and Assessment

Students with learning exceptionalities, such as giftedness, ADHD, ADD, ASD, Dyslexia, fine and gross motor differences, are assessed on an individual basis, and during visit days, to determine whether they will be able to thrive and learn in the Académie de la Capitale environment.

The director, parents and teachers review past psycho-educational assessments, IEP, report cards and meets with prospective students and their parents to determine whether or not Académie de la Capitale can accommodate the students.

Differentiation for the Gifted and Talented Students

Gifted and talented students are well served by the PSSP's concept-driven curriculum and its global perspectives' approach allowing for connections between the real world and classroom learning. Teacher front-loading questions and talented learner inquiry, inherently engage all learners, and especially the gifted ones, in higher-order thinking while learning.

Académie de la Capitale offers flexible schedules for students who participate in extracurricular competitive level activities, such as dance, hockey, singing, skiing, and other.

FLIPPED CLASSROOM APPROACH

At AcadeCap, more likely to be implemented in the upper grades, knowledge exposition can be done as homework where the student is tasked to cover the basics as homework: reading viewing, note taking, etc. In the flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the afterschool classroom with the guidance of the instructor.

The next day, the teacher assesses the student's knowledge acquisition, fills in the gaps, and introduces material that might be too demanding for homework. This opens up the class time for trial application under the direct supervision of the teacher solving the main inefficiency in the student's work. The student who gets stuck working on a problem or a project in class under the supervision of the teacher is moved along much more efficiently and with greater depth.

INDEPENDENT STUDY

Where appropriate, the school takes independent learning as an approach to learning which, in the context of widening access and acquiring skills for life-long learning, values and promotes the development of learner autonomy or learner independence.

It can also refer to that element of the learning process which normally takes place beyond the classroom. Independent learning is an integral part of the learning and teaching process; an opportunity for learners to extend their learning and develop self-management skills. There is often a particular focus on the use of new technologies.

Independent learning may well complement an onsite course or a distance learning opportunity. Planned and integrated independent learning experiences, with individual learning support and advice close at hand, is used as an approach to learning.

Independent learning provides students with opportunities to develop solid work and study habits and aids student learning in the following ways:

Students:

- take responsibility for their learning and learn to learn;
- develop key transferable skills (e.g. study, time management, IT, interpersonal skills, etc.);
- actively manage their learning; seeking out learning opportunities and using appropriate learning strategies;
- involve themselves in an iterative process in which they set short and long-term learning objectives, reflect on and evaluate progress.

AcadeCap has offered this approach to learning remotely since the early 2000s using Apple computer applications, even before Skype was popular.

REACH-AHEAD OPPORTUNITIES FOR ELEMENTARY SCHOOL STUDENTS

Under exceptional circumstances, an individual student in Grade 8 with teacher recommendation and parental consent, may be given permission by the director of a secondary school to "reach ahead" to take secondary school courses, either during the school year or in the summer prior to entering Grade 9.

The director will decide, on a case-by-case basis, whether "reaching ahead" to take a secondary school course is in the best interest of the student.

If the director decides that student will have a "reach ahead" opportunity, a 'REACH AHEAD COURSES AUTHORIZATION' form will be filled and signed by the student, parents and school director.

Académie de la Capitale, being both the elementary and the secondary school involved in this process, its director will assume responsibility for the supervision of the student for evaluating the student's achievement and for granting and recording the credit.

Students in Grade 8 may also have the opportunity to reach ahead to start earning community involvement hours prior to entering Grade 9.

LIVE ONLINE OPTION

This option enables students to join the class remotely via a live broadcast, while the class is being conducted onsite. The online students will need to actively participate in the live broadcast of the class/lecture/activity in the same manner he or she would be onsite. Teachers will address and teach to both the onsite and online students as one group. Staff will be assigned to the classroom to guide and to support the students online. Parens/guardians who choose this online option for their young child must be ready to attend and to support their child online.

Students who choose this option are not counted as part of the onsite number of students and unless restrictions change, would not be able to join onsite. Should schools be mandated to close by the provincial government, as with the later part of the 2019–2020 school year, we will be switching all learning to Telelearning only, which has an approach geared specifically towards remote learning.

Assessments, learning activities, and resources will be provided and submitted using Google Classroom.

TELELEARNING

Being a Google Education School, Académie de la Capitale utilizes Google Education Suite applications such as Gmail, Google Classroom, and Google Meet, where students can access their daily academic work, share their learning, ask questions, and participate in real time, collaborative discussion.

Students in Pre-Secondary School Programme and OSSD receive full-day instruction using Google Education Suite applications. Students follow their daily schedule, and attend live, virtual classes with their instructor and peers present like they would on a regular day of school. Specialist and Core subjects continue to be taught virtually. Homework, assignments and assessments are posted, completed and graded using Google Classroom. Teachers use Gmail and Google Classroom to communicate with their students daily. Assessments are conducted virtually, and students are monitored by their teacher through video conferencing. Students work synchronously during class time, and asynchronously outside of class to complete homework and assignments.

Because of our small class sizes, teachers are able to individualize instruction, even virtually. Communication among students and their families, teachers, and administrators is constant, and all parties work collaboratively to ensure learning happens. Additionally, lunchtime clubs, Jiu-jitsu, and extracurricular activities continue to be delivered over Google Meet.

EDUCATIONAL TRIPS

Our trips are educationally based and serve as extensions to the curriculum, more specifically to a unit of study. They are academically oriented with well-planned preparation and follow-up. It is understood that class educational trips at all grade levels are privileges.

BILINGUALISM AND MULTILINGUALISM

At Académie de la Capitale, we believe that the development of language and literacy skills is of the highest priority, language being the main tool of learning and communication.

The language of instruction at Académie de la Capitale is French and English at the elementary level, with both languages being considered the primary language. The aim is for students to become competent communicators, understanding and expressing ideas and information confidently, orally and in writing, in both French and English. The PSSP is offered in a bilingual and an English only formats. At the secondary school level, we offer an English Ontario Secondary School Diploma (OSSD) with the option of taking FSL courses towards a French Immersion Certificate.

In addition, students in Grade Two and up have the opportunity to study a third language, primarily Spanish or Mandarin, as well as German, Polish, Arabic or Italian, contingent on demand and teacher availability. Furthermore, Académie de la Capitale staff and the student community are from diverse backgrounds and the diversity of languages is celebrated at Académie de la Capitale to further enrich language learning.

At Académie de la Capitale we endeavor to:

- develop the communication skills of each student to the highest level;
- to relate to the other person to improve communication;

- learn to build empathy to improve the way we relate and talk with others;
- produce confident students able to understand and use appropriately the varieties of language available to them;
- understand and appreciate the diversity of languages and cultures that enrich the global community;
- aid the monitoring of the teaching and learning of language;
- celebrate and preserve the language and cultural diversity of both the school community and global community;
- foster identity, pride and cultural awareness through language to promote global citizenship;
- ensure language skills are developed and used across the Ontario Secondary School Diploma and the Pre-Secondary School Programme;
- delay the onset of dementia and Alzheimer in latter years of life.

Enriched Additional Language Philosophy

- Language is a major means of communicating, fundamental to learning, and is developed across curriculum areas; therefore all teachers are teachers of language.
- The acquisition of language is a dynamic, lifelong process that permeates all learning and is a key factor in intellectual growth and promotes the development of personal and international understanding.
- Learning language, learning about language, and learning through language is the most effective approach to teaching students. Language learning meets and is relevant to student needs within our environment.
- Effective teaching practice arises from a constructivist approach to learning, allowing students to build on prior knowledge and construct personal meaning.
- Through meaningful interactions with people of all ages and backgrounds, we communicate with and understand others, the world and ourselves to develop intercultural awareness.
- The school community is a resource to foster language learning. The acceptance of an additional language enriches personal growth, enhances first language development, and promotes internationalism. The development of mother tongue is crucial for maintaining cultural identity.

Language Learning

Académie de la Capitale promotes an enriched additional language philosophy whereby English and French are acquired in addition to students' home languages if the home language is different.

For our English as a second Language Learners, we offer a comprehensive programme through which they acquire skills and knowledge needed to access the regular curriculum. We provide support to our students and their families to enable them to adjust to a new language, learning environment and culture.

For students new to the French language, immersed in classes where students have already had several years of French, we offer accommodations and extra help, if necessary, to allow the students to achieve the same standards as the rest of the students.

We promote maintenance and enrichment of the mother tongue by encouraging families to continue speaking, reading, and writing the language at home.

Language Practices

Académie de la Capitale teachers create a risk-free environment to foster a variety of means of communication. Teachers encourage students to demonstrate open dialogue in all interactions to understand the world through different lenses in specific disciplines. Teachers model language through everyday use and directly teaching vocabulary and procedural terms within and across each discipline.

Teachers plan for the opportunity for personal choice and uninterrupted time for exploring multiple systems of communication in reading, writing, mathematics, art, music, drama, and movement. Students have the opportunity to use language for making personal connections and exploring tensions and compelling issues. Teachers plan effective, relevant and significant engagements to improve proficiency in all forms of language.

Peer tutoring in the students' mother tongue is provided whenever available to support conceptual learning.

English and/or French Language Proficiency

Académie de la Capitale will enroll children into the pre-secondary and the secondary school if they show evidence of being able to adapt to the language and programme, even if this will require a considerable period of transition. Due to the nature of the school and its student population, teachers adjust their strategies and activities to accommodate the needs of the student during this transition. Teachers address their students' individual needs, and of course, with the range of language proficiencies at a school like this, each teacher can be expected to develop individualized programmes and expectations.

Students are placed in appropriate instructional settings based on the data of our multidimensional assessment procedures (i.e. ESL support classes). Assessment of students' academic and language accomplishments and needs is conducted on an ongoing basis. Students' accomplishments and needs, as they progress are communicated regularly to the parents.

READING AND WRITING SUCCESS FOR ALL

At Académie de la Capitale, we are aware that students with reading, writing and/or spelling difficulties generally exhibit many of the characteristics of the IB Learner Profile as well as those of gifted and talented learners. Since these attributes are already an important element of our mission, and since our teachers differentiate using a variety of teaching methods, students, even secondary school-age students, with reading impairments or dyslexia can be very successful at Académie de la Capitale. We recognize that reading is a series of complex cognitive skills and reading and/or writing difficulties are not a reflection of the student's overall potential.

Using the Systematic Multisensory Intensive Literacy Education (SMILE) programme, teachers work, individually or in a small group, with children who require additional reading and/or spelling instruction. The SMILE programme uses a systematic multisensory reading and spelling method based on the Orton-Gillingham approach and Orton-Gillingham teacher developed strategies adapted to each learner.

SMILE and Classroom Accommodations

A student in the SMILE programme is concurrently accommodated, with multisensory learning and with assistive technology supports, in all areas of the curriculum, based on teacher monitoring, documentation, analysis and measuring of student success on tasks that link with each subject and/or grade level expectations and on demonstrated learning behaviours.   As the learning demands of the curriculum increase, the instruction and the accommodations are differentiated and implemented, accordingly.

AcadeCap International School's ratio of small groups of students to homeroom teachers and specialists makes this multisensory differentiated approach practicable.

Educators

Our teachers are trained in the Orton-Gillingham approach in accordance with the goals and guidelines outlined by the Academy of Orton-Gillingham Practitioners and Educators (AOGPE). AcadeCap International School is a member of the International Dyslexia Association.

CAREER/LIFE EDUCATION AND PLANNING

Académie de la Capitale offers a range of resources and services to help secondary students make appropriate educational choices, develop education and career plans.

These resources and services include:

- student and parent meeting in November to provide information on the OSSD, its requirements and policies supporting education planning and course selection for the next year
- Step-by-Step Guide on How to Access Post-secondary Education or work, from Académie de la Capitale, for students grade 9 and up;
- academic advisor, OSSD coordinator and director available for personal, academic and post-secondary individual pathways planning;
- use of **myBlueprint.ca** online educational planning tool to discover their interests and skills and learn about opportunities in the world in which they live;
- use of **myBlueprint.ca** to refine goals, further explore opportunities for post-secondary education, and create plans for their future in order to graduate in four years;

The **myBlueprint Education Planner** includes a number of beneficial resources to support your child as they progress through high school, including:

> **Who Am I—***6 unique assessments for self-exploration and discovery (including Learning Styles, Myers-Briggs Personality, Holland Interests, Knowledge, Motivations, and Compatibility)*
> **High School** *— A tool to visually plan courses, track progress towards graduation, and instantly identify post-secondary eligibility for opportunities in all pathways*
> **Post-Secondary—***A database to explore post-secondary opportunities and compare detailed information on apprenticeships, college programmes, university programmes and workplace sectors across Canada*
> **Goals—***An interactive goal setting tool to set S.M.A.R.T. goals and action plans.*
> **Occupations** *— A database of over 500 occupations to compare comprehensive information on jobs*
> **Resumes & Cover Letters—***Interactive tools to record personal experiences, build resumes and write cover letters*
> **Money** *– An engaging budget-making tool to help students track income and expenses and develop financial literacy*

> **Job Search** – *A tool to explore real-world job postings that relate to occupations of interest*
> **Portfolios** – *A portfolio builder to create multiple portfolios and share it with parents, teachers, or future employers*

- biannual informative presentations for students and parents re: university/college admission;
- liaison with external resources, such as campus visits, university representative visits, and referrals to outside professionals;
- Académie de la Capitale community of professionals and entrepreneurs give presentations on their careers and offer shadow days;
- strong network of parents providing research internships, volunteers work and/or employment in various fields;
- educational and business partnerships for experiential learning outings (Let's Talk Science, U of Waterloo speakers, U of Ottawa Maker Mobile, Montreal Neurological Institute, RWB artistic faculty, floating lab at UWC of the Pacific, etc.)
- outings linked to units of study and inquiry;
- integrated instruction to teach students how to conduct proper research and citing sources;
- small class sizes allow for more focus on learning and developing solid study skills;
- access to a mobile technology and a collection of print and audio-visual materials which specifically support the school curriculum;
- iSTE(A)M Maker lab with 3D printer, 15 computer stations, in-class laptops, i Pad, printers.
- Google education platform;
- well-stocked and regularly updated library;
- fairs and competitions in Science, Math, Computer and Dictée;
- after-school clubs and summer camps in programming and robotics;
- opportunities to become camp counsellors and tutors for clubs and camps as work experience;
- long standing partnerships with instructors at local gymnatic center, dance studio, martial arts dojo and ski hill;
- participation in charitable events such as read-a-thons, sports events and fundraisers that matter to our community;
- access to online career resources.
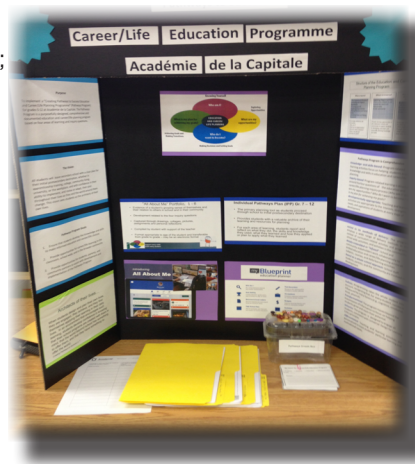
EXPERIENTIAL LEARNING PROGRAMMES

Experiential Learning Opportunities help students to develop their individual learning style and interests by allowing students to customize their high school experience through a variety of short, medium and long-term learning options such as Dual Credit, Specialist High Skills Majors, Cooperative Education, and additional Work-School opportunities. Additional information can be found at http://www.edu.gov.on.ca/morestudentsuccess/brochure.pdf and http://www.edu.gov.on.ca/eng/curriculum/secondary/cooperative-education-2018.pdf

Académie de la Capitale supports short term experiential learning opportunities for students such as employer classroom visits, School Career Fair, and work place tours, and workshops. Students may also wish to participate in one to two-day job shadowing programs at their parent's workplaces during Take our Kids to Work Day.

Please note that Académie de la Capitale does not offer medium - or long-term work-school opportunities including employer-based job twinning, work experience, mentoring, Dual Credits, Specialist High Skills Majors, Ontario Youth Apprenticeship Program or Cooperative Education at this time.

V PROGRAMME REQUIREMENTS, DIPLOMAS AND CERTIFICATES

Académie de la Capitale is an Ontario Ministry of Education OSSD inspected school and an IB World School.

Académie de la Capitale (AC) is authorized to offer IB PYP, for students age 4 to grade 6.

In 2020–2021, Académie de la Capitale developed the Pre-Secondary School Programme (PSSP) for its grades 7 and 8 students. PSSP emphasizes intellectual challenges, guiding students to make connections between their studies in traditional subjects and the real world. It provides academic challenges and approaches to learning to complement the subject disciplines of the Ontario curriculum: English, French, Mandarin, Spanish, German, Mathematics, Sciences, Humanities, Technology, the Arts, and Physical and Health Education.

The PSSP ensures that students have the opportunity to learn by engaging with both local and global contexts and by developing the first tier of 21st Century Learning Curriculum©.

The PSSP provides students with:

- international mindedness starting with a foundation in their own language and culture
- a positive attitude to learning, demonstrating high levels of engagement, creativity, resourcefulness and active participation in their communities
- an ability to make connections between subjects and real-world issues
- highly developed communication skills to encourage inquiry, understanding, language acquisition, and to allow student reflection and expression
- a heightened awareness of their development—physically, intellectually, emotionally and ethically.

In Grades 9 to 12, our students continue on with the OSSD curriculum recognized by universities around the world. Our students are prepped with extensive conceptual understandings and knowledge, and various skill sets, including well-developed higher order thinking skills, to achieve academic success. They move on to the second and third tier of the 21st Century Learning Curriculum©.

Noted in the paragraphs and pages that follow are the requirements for students obtaining the Ontario Secondary School Diploma, the French Immersion Certificate and other diplomas and certificates awarded by other organizations.

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

In Ontario, the requirement is to remain in secondary school until a student has reached the age of eighteen or has obtained an Ontario Secondary School Diploma (OSSD).

In order to earn an Ontario Secondary School Diploma (OSSD), a student is expected to successfully complete 30 credits. There are 18 compulsory credits and 12 optional credits. In addition, students must also complete 40 hours of community service and must pass the Ontario Secondary School Literacy Test (OSSLT). All students must earn at least two online learning credits as part of the requirements for an Ontario Secondary School Diploma (OSSD), unless they have opted out or been exempted. Details regarding each requirement are noted in the following section.

OSSD CREDIT REQUIREMENTS

Total of 18 compulsory credits)

- 4 credits in English (1 credit per grade)
- 1 credit in French as a Second Language
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in Arts (Visual Art, Music, Dramatic Arts)
- 1 credit in Health and Physical Education
- 0.5 credit in Civics and 0.5 credit in Career Studies

Plus...

- 1 additional credit in English, French as a Second Language, or a native language, or a classical or an international language, or Social Sciences and the Humanities, or Canadian and World Studies or guidance and career education, or cooperative education1 additional credit in Health and Physical Education, or the arts, or business studies, or cooperative education1 additional credit in Science (Grade 11 or 12), or technological education, or computer studies, or cooperative education

Total of 12 optional credits

In addition to the 18 compulsory credits, students have to earn 12 optional credits in courses of their choice, selected from the full list of courses available in the school.

Optional credits allow students to build an educational programme that suits their individual interests and meets university, college, apprenticeship, or work requirements.

On behalf of the Ministry of Education, a credit is granted to a student by the director of a secondary school in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. For each course satisfactorily completed, students are granted the appropriate Ontario credit towards the OSSD.

The report card maintains a record of completed requirements for graduation, An Académie de la Capitale graduation requirement chart is also available for students to keep a record of completed courses, community service hours and Literacy Test. My Blueprint Education Planner also provides this.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

Please note that Académie de la Capitale does not offer the OSSC.

7 required compulsory credits

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

7 required optional credits

- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described in section 6.2 also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment.

COMMUNITY INVOLVEMENT REQUIREMENTS AND PROCEDURES

Effective September 1, 1999, every student who begins secondary school in Ontario is required to complete 40 hours of community service in order to receive the OSSD diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

Given the challenges that the COVID-19 pandemic has caused, a list of suggested opportunities is provided to students to gain community involvement hours at a distance, at school or at home. Please discuss with your academic adviser or my my Blueprint coordinator.

Students select one or more community service activities in consultation with their parents. The selection of activities takes 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.

Students will not be paid for performing any community service activity. A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.

Roles and Responsibilities of the School

The school is responsible for the implementation of community involvement activities. A list of approved community involvement activities has been developed by the school in conjunction

with the Special Education Advisory Committee, and the school's insurer. The school will not approve student participation in any activities that are on the ministry's list of ineligible activities. The school will ensure that all participants, including students and community sponsors, are adequately covered by the school's insurance.

Roles and Responsibilities of Students

In consultation with their parents, students will select an activity or activities from the school's list of approved activities, or choose an activity that is not on the list, provided that it is not an activity specified on the ministry's and the school's lists of ineligible activities. If the activity is not on the school's list of approved activities, the student must obtain written approval from the director before beginning the activity.

A Completion of Community Service Activities form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community service opportunity for the student). An online portal is available to log in community involvement hours.

Documentation attesting to the completion of each activity must be submitted to the Director by the student by June 15 of each school year.

AcadeCap Parent Reflection:

"At a school gathering recently, we were listening to one of the senior high school students and a teacher discuss what they had been studying in the last few months. We were struck by the sheer breadth and depth of the topics that they had discussed, and the remarkable, uniquely personal, and personalised, education that the student was experiencing.
I was exhilarated by the possibilities of such a customised and in-depth education, and was seized by the (often recurring) wish that I had been able to develop my education in this incredible environment. The opportunity to learn and grow in this manner and to enjoy the exchange of ideas in such a respectful and diverse way, is something I wish I had been ableto experience.
The ease with which the students learn to interact with peers, with teachers and other adults in the community, and with younger students provides an unparalleled depth of experience and understanding, and leaves AcadeCap graduates equipped with the knowledge of how to learn, and how to apply that learning across a breadth of disciplines and real-world situations. "

Roles and Responsibilities of Parents

Parents should provide assistance to their child in the selection of his or her community service activities. Parents are also encouraged to communicate with the community sponsor and the school director if they have any questions or concerns. A parent must sign the "Completion of Community Service Activities" form if the student is under the age of eighteen years.

Specific Areas of service may include:

- **Fundraising** – includes canvassing, walk-a-thons, celebrity games, gift wrapping, gala events and sales for charitable purposes;
- **Sports/Recreation** – includes coaching, helping to organize winter carnivals, parades and summer fairs;
- **Community Events** – includes helping to organize special meets and games, and volunteering as a leisure buddy or pool assistant;
- **Community Projects** – includes participating in organized food drives, or support services for community groups;
- **Environmental Projects** – includes participating in community clean-ups, flower/tree planting, recycling and general beautification projects and activities;
- **Volunteer Work with Seniors** – includes assisting at seniors' residences (e.g. serving snacks, helping with activities, or participating in visiting and reading programmes);
- **Committee Work** – includes participation on advisory boards, neighbourhood associations and regional associations;
- **Religious Activities** – includes participation as a volunteer in programmes for children, child minding, Sunday School assistance, special events and clerical tasks;
- **Youth Programmes** – includes volunteer assistance with the operation of youth programmes such as 4H, Scouts, Guides, drop-in centres, breakfast programmes, March Break programmes, Leaders in Training, summer playground activities and camps;
- **Office/Clerical Work** – includes volunteer activity in reception, computer work and mailings for individuals or groups providing charitable or general community benefit;
- **Work with Animals** – includes volunteer service with animal care, horseback riding programmes, or volunteer assistance at a local zoo or petting farm;
- **Arts and Culture** – includes volunteer assistance at a gallery, performing arts production or programme, or in a community library programme;
- **Activities for Individuals** – includes any volunteer activity that assists someone who requires assistance for shopping, tutoring, light snow removal (no use of snow blower), housekeeping, writing letters or transcribing; or involves hospital visitation, voluntary service with chronic care, or service as a volunteer reading buddy;
- **School Community Service** – may include service within the school community that provides benefit to others that takes place outside the regular school day. The director must approve these school-based activities in advance.

The School's List of Eligible Activities and the Ministry's (and School's) List of Ineligible Activities accompany the School's Policy on Community Service, handed out to parents and students on a yearly basis.

The Ontario Student Transcript will note successful completion of required community service hours.

THE ONTARIO SECONDARY SCHOOL LITERACY REQUIREMENT

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life. To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) online in Grade 10, in accordance with the policies outlined in section 6.1.3.1. Ontario Schools Kindergarten to Grade 12, Policy and Programme Requirements, 2011. Once students have successfully completed the OSSLT, they may not retake it.

Successful completion of the OSSLT will be recorded on the Ontario Student Transcript.

From the 2021-2021 school year onwords, the OSSLT is offered onsite in an "online format". At Académie de la Capitale, the OSSLT is offered in the spring. Students have an opportunity to write a practice version of the online test prior to writing the actual test.

The Ontario Secondary School Literacy Course

If students are unsuccessful at passing the OSSLT, they have the option to retake the test the following year, which is why the test takes place when students are in Grade 10. Teachers can go over the practice tests with the students so that they know what to expect, and to receive feedback on their responses. Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the Ontario Secondary School Literacy Course, Grade 12 (OLC4O).

Accommodations, Special Provisions, Deferrals and Procedures

Students with learning difficulties, such as dyslexia, are offered the Systematic Multisensory Intensive Literacy Education, based on the Orton Gillingham approach. This usually ensures that students are able to take the OSSLT, but accommodations can be requested to allow the students to have up to a maximum of double the time to complete it. Students with an IEP for other difficulties such as executive function, can also be allowed additional time, or an individual study carrel to minimize distractions. If students are absent on the day of the test, they are marked as absent and are required to take the test the following year. Deferrals can be requested if a student has not yet acquired a level of proficiency in English sufficient to participate in the test. The decisions are made in consultation with the student and parent(s), and with the appropriate teaching staff, and then submitted to the EQAO on the Student Data Collection system.

ONLINE LEARNING GRADUATION REQUIREMENT

Beginning with the cohort of students who entered Grade 9 in the 2020-21 school year, all students must earn a minimum of two online learning credits as part of the requirements for an Ontario Secondary School Diploma unless they have been opted out or exempted in accordance with the processes described in this memorandum. Adult learners entering the Ontario secondary school system in 2023-24 or later will also be required to meet this graduation requirement unless they opt themselves out of the requirement in accordance with the processes described in this memorandum.

Students working towards other certificates (for example, the certificate of accomplishment or an Ontario Secondary School certificate) are not required to complete the online learning graduation requirement, yet may be encouraged to enroll in online learning courses to support the development of digital literacy and other important transferable skills that help prepare them for success after graduation and in all aspects of their lives.

FRENCH IMMERSION CERTIFICATE

To receive a French Immersion Certificate, students must accumulate ten credits in French: four are for French Immersion (FIF) courses; six are for other subjects in which French is the language of instruction. For subjects other than the FIF courses, the expectations in each course are those outlined in the English-language curriculum policy documents. It is recognized that expectations in these subjects may be adapted to meet the needs of students who are studying the subjects in French instead of in English.

CERTIFICATE OF ACHIEVEMENT IN CORE FRENCH

To qualify, students are required to complete all 4 credits (Grades 9-12) in Core French.

DIPLOMAS AND CERTIFICATES FROM ORGANIZATIONS OTHER THAN THE ONTARIO MINISTRY OF EDUCATION

The DELF

L'Académie de la Capitale IB World School à Ottawa est habilitée à préparer les apprenants au Diplôme d'Études en Langue Française (DELF).

The DELF examinations are recognized around the world.

The DELF junior and DELF scolaire examinations assess students at four levels (A1, A2, B1, B2), which correspond to the levels of the Common European Framework of Reference for Languages (CEFR).

The DELF diplomas evaluate a student's ability to communicate, both orally and in print, with Francophones. For each level, a series of testing evaluates the four competencies of communication: oral comprehension, oral production, written comprehension and written production.

VI ASSESSMENT, EVALUATION AND REPORTING

ACADÉMIE DE LA CAPITALE'S ASSESSMENT MODEL

The assessment model adopted by Académie de la Capitale, stems from the Ontario Ministry of Education policy document Growing Success, covering Gr. 1 to 12, 2010 and from the PSSP's assessment practises and requirements.

Why do we assess student work?

- to support and encourage student learning by providing feedback;
- to allow for mastery of learning expectations;
- to inform, enhance and improve the teaching process;
- to inform parents and students about progress and performance.

How do we achieve these objectives?

Teachers:

- use criterion-related assessment, so students are measured against pre-specified criteria for category of each subject group;
- provide examples of exemplar-type work for students;
- provide students with Ministry achievement charts and/or assessment rubrics with each task;
- provide continuous feedback enabling students to improve through self-assessment and self-adjustment;
- use a variety of "practice" assessment tasks leading up to the "real" assessment task;
- ensure authentic performance by anchoring and focusing assessment on authentic tasks;
- set up assessment tasks for students to develop, offer and substantiate sophisticated explanation and interpretation;
- develop Approaches to Learning (ATL) skills;
- use students' achievement to improve teaching practices;
- work with other teachers to standardize assessment; and
- use e-portfolio as evidence.

e-Portfolios are used as evidence of student learning and as a means to celebrate student work and progress.

A portfolio can be used as:

- a showcase for the student's best work, as chosen by the student;
- a showcase for the student's best work, as chosen by the teacher;
- a showcase for the student's interests;
- a showcase for the student's growth;
- evidence of self-assessment and a self-adjustment;
- evidence enabling professional assessment of student performance, based on a sample of technically sound sample of work;
- a complete collection of student work for documentation and archiving;

- a constantly changing sample of work chosen by the student, reflecting different job applications and exhibition over time.

Students share their portfolio at the Student-Led Conferences in April.

A key feature of both programmes is the emphasis on criterion-based performance assessment. We use criterion-related assessment defined by the Ministry of Education and AcadeCap's PSSP, to assess, evaluate and report on overall student learning. This type of assessment is based on pre-determined and clearly articulated outcomes that are shared with students. These outcomes are both age and stage appropriate and focus on what students know rather than what they do not know. Also, criterion-related assessment measures how well a student performs against each outcome rather than against other students.

ONTARIO ASSESSMENT & EVALUATION PRINCIPLES AND GUIDELINES

The following information on assessment and evaluation is taken from the Ontario Ministry of Education document: Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010

The primary purpose of assessment and evaluation is to improve student learning.

—Growing Success, 2010, p. 6

The Seven Fundamental Principles (Growing Success, p. 6)

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course; are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Forms of Assessment and Evaluation

Assessment for Learning: "Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there." (Assessment Reform Group, 2002, p. 2). Diagnostic and formative assessments occur during the teaching/learning cycle. It provides information about students' progress, to that particular point, in order to inform further steps for teaching and learning.

Assessment as Learning: "Assessment as learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves." (Western and Northern Canadian Protocol, p. 42) Formative assessments occur on an ongoing basis.

Assessment of Learning: "Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures." (Western and Northern Canadian Protocol, p. 55) Assessment of learning occurs at or near the end of a period of learning.

In accordance with Ministry guidelines, summative evaluations carried out during the year will form 70% of the students' overall grade. This grade will be based on the most consistent level of achievement in each of the four categories mentioned above, with special regard being given to more recent evidence of achievement.

Types of Assessments

A variety of assessments will be provided on a regular basis for two reasons: first, in order to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning; and, second, in order for the teacher to gather valid and reliable information to provide both informal and formal feedback.

'Triangulation' of Assessment Data

Observations

Conversations   Student products
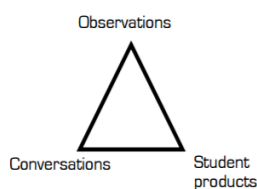
Before teachers can apply professional judgement, they must gather evidence of learning. *Growing Success* states that evidence of learning must be collected over time from three different sources – *observations, conversations,* and *student products*. The use of three sources is referred to as ***triangulation of assessment data***.

Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. In incorporating assessment tasks from all three sources, teachers ***differentiate*** the way in which individual students will demonstrate their learning.

Sample Tools for Triangulating Assessment Data

Observations (a planned process of focused anecdotal notes)	Conversations (posing questions to make student thinking explicit)	Student Products (produced by a student as a way of demonstrating learning)
- observations of processes and strategies - self-reflections - formal observations - notes from discussion circles - running records - questioning - presentations - observations of student discussions (listening and speaking skills) - problem solving process - group skills - etc.	- conferences (about talking through reasoning and verbalizing processes) - discussions - journals - moderated online forums - focused learning conversations - portfolio conferencing - questioning during processes - follow-up questions - etc.	- performance tasks - assignments - tests/quizzes/exams - reader responses/blogs - portfolios - videos/podcasts - journals/logs - projects, including electronic - demonstrations/labs - exhibits/web pages - research papers - essays - etc.

The Achievement Charts

The Achievement Chart, specific to each discipline identify four categories of knowledge and skills. The achievement chart is a standard province-wide guide to be used by teachers. It enables teachers to make judgments about student work that are based on clear performance standards and on a body of evidence collected over time.

The achievement chart for each subject area and/or discipline is designed to:

- provide a common framework that encompasses all curriculum expectations for all grades
- and all subjects/disciplines;
- guide the development of assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide a variety of aspects (e.g., use of thinking skills, ability to apply knowledge) on which to assess and evaluate student learning.

Standards

Assessment and evaluation will be based on both the content standards and the performance standards.

Categories

Students will be assessed and evaluated in regard to fulfilling curriculum expectations according to the following four Ministry-prescribed categories:

Knowledge and Understanding

Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking and Inquiry/Investigation

The use of critical and creative thinking skills and inquiry, research, and problem-solving skills and/or processes.

Communication

Conveying of meaning through various forms.

Application

The use of knowledge and skills to make connections within and between various contexts.

Before each assessment, task-specific expectations—as they relate to these Ministry achievement categories—will be presented to students. These expectations will often take the forms of rubrics (or achievement charts).

Criteria

Within each category in the achievement chart, criteria are provided, which are subsets of the knowledge and skills that define each category. For example, in Knowledge and Understanding, the criteria are "knowledge of content" and "understanding of content." The criteria identify the aspects of student performance that are assessed and/or evaluated, and serve as guides as to what to look for in the student work.

Descriptors

A "descriptor" indicates the characteristic of the student's performance, with respect to a particular criterion, on which assessment or evaluation is focused.

Descriptors help teachers to focus their assessment and evaluation on specific knowledge and skills for each category and criterion, and help students to better understand exactly what is being assessed and evaluated.

Course Breakdown Weighting

70% of the final mark will be based on term work and will reflect the student's most consistent level of achievement, with special consideration given to more recent evidence of achievement.

30% of the final mark will be based on a final evaluation whether an exam or cumulative performance tasks.

Evaluation

Evaluation refers to this formal feedback, judging the quality of student work relating to the Ministry achievement categories and criteria, and assigning a value to represent that quality— namely in the form of four-point scale (per category) and a percentage grade (overall). The following chart shows the alignment between the four-point scale and percentage grades:

Achievement surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. Achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.	Level 4+	95 – 100%
	Level 4	87 – 94%
	Level 4-	80 - 86%
Achievement is at the provincial standard. The student demonstrates the specified knowledge and skills with considerable effectiveness.	Level 3+	77 – 79%
	Level 3	73 – 76%
	Level 3-	70 – 72%
Achievement approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness.	Level 2+	67 – 69%
	Level 2	63 - 66%
	Level 2-	60 – 62%
Achievement falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness.	Level 1+	57 – 59%
	Level 1	53 – 56%
	Level 1-	50 – 52%
Credit not granted	R	Below 50%

REPORTING

Reporting at Académie de la Capitale is designed to document and to provide parents/ guardians with information regarding their child's competencies reflected in the teaching and learning process. Students are evaluated according to grade level and each report is a representation of their development, competencies, progress and achievement at the time of reporting.

Report Card

A copy of each completed Provincial Report Card is placed in the Ontario Student Record (OSR) following the reporting period. The report card is only one part of the reporting process between home and school. Open communication is encouraged between students, parents and teachers at formal and informal conferences throughout the year.

Reporting Timeline

Académie de la Capitale offers a combination of semester and non-semester courses. We have a combined reporting schedule that provides for two written reports for semester courses and three written reports for non-semester courses as shown below:

Reporting Timeline-PSSP and OSSD

November 10	Progress Report
December 22	Report Card
April 20	Progress Report 3-way conferences, e-portfolios
July 5	Report Card

At the OSSD, the Ontario Ministry of Education report card template will be used for grades 9 to 12.

Toddle

For the 2022–2023 academic school year, following implementation in 2021–2022, Académie de la Capitale will use Toddle for increased efficiency in curriculum planning, assessment and reporting, while eliminating paperwork and enhancing communication between teachers, parents, and students.

The Toddle platform will be a key tool in implementing AcadeCap's proprietary 21st Century Learning Curriculum©. It will enable the inclusion in course planning of 21st CLC© skills development, as well as progress monitoring and reporting to parents from grades 7 to 12.

Google Classroom

From Grade 9 to Grade 12, teachers use Google Classroom to communicate assignments, track progress and gather evidence of learning. The Ontario Ministry of Education secondary report card is used for the OSSD students.

VII RECORD KEEPING

ONTARIO STUDENT TRANSCRIPT (OST)

The Ontario Student Transcript (OST), is part of the Ontario School Record (OSR) and the legislation that applies to the OSR also applies to the OST.

The OST is an official and consistent record of the Ontario secondary school credit courses successfully completed by a student. The school is required to provide a complete record of students' performance in Grade 11 and 12 courses. Under this requirement, both successful and unsuccessful attempts at completing Grade 11 and 12 courses must be recorded on the OST. September 2022, the diploma information section of the OST has been updated to include a 'completed' or 'N/A' box for students having completed or opted out of the online learning graduation requirement.

The OST will include:

- all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned;
- all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under the *Ontario Secondary Schools, Grades 9–12: Program and Diploma Requirements, 1999* (OSS) or through the equivalency process under the *Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements, rev. ed., 1989* (OSIS);
- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements;
- confirmation that the student has completed the forty hours of community involvement;
- confirmation that the student has successfully completed the provincial secondary school literacy requirement.

The OST is a component of each student's Ontario Student Record (OSR), which is on file in the school and is accessible for examination by student and parents (if the student is not an adult) upon request to the director.

Course Withdrawals—course withdrawal forms have to be completed and signed by parents. Withdrawal from any Grade 11 or 12 course later than 5 days after the first report card has been issued will be recorded on the OST.

Course Change Procedure—course change forms must be completed and signed by parents. Course changes have to be discussed with by the subject teacher and the OSSD coordinator at the end of June or of August and/or in the first week of the semester. Course changes have to be approved by the director.

The school issues a final version of the OST to each student upon graduation.

ONTARIO STUDENT RECORD (OSR) FOR INSPECTED PRIVATE SCHOOLS

- The school office administrator will perform the clerical functions re: the establishment and maintenance of the OSR.
- The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. Directors are required to collect information for inclusion in the OSR for each student enrolled in the school and to establish, maintain, retain, transfer, and dispose of the OSR. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario.
- The Ontario student transcript (OST), is part of the OSR and the legislation that applies to the OSR also applies to the OST.
- Information from an OSR may be used to assist in the preparation of a report required under the Education Act or the regulations made under it. Information from an OSR may also be used in the preparation of a report for an application for further education or an application for employment, if a written request for such a report is made by an adult student, a former student, or the parent(s) of a student.
- The freedom of information legislation sets out criteria for the use of personal information. The purpose for which personal information in a student's OSR is being used must be consistent with the policies in this guideline, with school policies and with EDU guidelines Ontario Student Record (OSR) Guideline, 2000 (revised 2020). Students who are adults and parents of students who are not adults should be informed of the uses of personal information at the time that information is collected for inclusion in an OSR.

VIII CREDIT SYSTEM

As part of the requirements for earning an Ontario Secondary School Diploma (OSSD) students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits.

A credit is granted in recognition for the successful completion of a course that has been scheduled for a minimum of 110 hours. A half credit is granted for a 55-hour part of a 110-hour ministry-developed course.

Credits are granted by the director on behalf of the Minister of Education. Every course is developed or approved by the Ministry of Education. Half-credit courses must comply with requirements outlined in Ministry curriculum policy documents. A credit may be granted for successful completion of an approved locally developed course.

Students earn optional credits by successfully completing courses that they have selected from the courses listed as available in the school's program and course calendar.

The courses that students can take to meet the compulsory credit requirements are described in the Académie de la Capitale Course Calendar for the various disciplines.

SUBSTITUTIONS FOR COMPULSORY CREDIT REQUIREMENTS

In specific circumstances, it is feasible for a student to substitute an alternative credit for one of the compulsory credits. Substitution for compulsory credits is infrequent and must be approved by the subject teacher and the director. This will only be done when there is documented evidence that the substitution meets the unique learning needs of the student, will promote and enhance student learning or will respond to special interests. There is a limit of one substitution for a compulsory credit requirement.

Prerequisite courses

Courses in grades 11 and 12 may have prerequisites as a requirement for enrolment.

All prerequisite courses will be identified in Ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. The school provides parents and students with clear and accurate information on prerequisites.

The School Course Calendar contains the course descriptions for all courses in grades 9 to 12, along with course lists (including course codes) and prerequisite charts for all courses offered at the school. The purpose of this is to assist students, with the help of their parents and guidance counsellors, in selecting the courses that will put them on the right path to their post-secondary destination. The course descriptions are standard, one-paragraph descriptions that summarize what students will learn in each course. The descriptions are provided in chapter 12 of the school prospectus for each discipline, and each section is introduced by a course list.

A prerequisite is a course deemed essential for the successful understanding and completion of a subsequent course. The prerequisite charts diagram the relationships among courses.

Procedure for waiving prerequisites

 If a parent or an adult student requests that a prerequisite be waived, the director will determine whether or not the prerequisite should be waived. A director may also initiate consideration of whether a prerequisite should be waived. The director will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the director, the parent or adult student may ask the Board of Directors to review the matter.

Requests for waivers and reasons to allow the waiver will be documented in the 'REQUEST & AUTHORIZATION FOR PREREQUISITE WAIVER FORM' and in the OSR.

WITHDRAWAL FROM COURSES

Students must confer with their parents/guardians and subject teachers to withdraw from a course as well as complete and sign the REQUEST AND AUTHORIZATION TO WITHDRAW FROM A COURSE.

If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, 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. No entry will be made on the OST if the student withdrew from a Grade 11 or Grade 12 course taken through a credit recovery program prior to submitting or completing the required culminating activity identified in the student's learning plan.

Students who transfer from another school after the semester or term has started are allowed an equivalent amount of time to withdraw from a course. The director of the receiving school will determine the amount of time allowed before the withdrawal must be recorded on the OST. If the student withdraws after the time allowed, a "W" is entered in the "Credit" column and the student's percentage grade at the time of withdrawal is recorded in the "Percentage Grade" column.

No entry will be made on the OST if the student withdrew from the PLAR challenge process for a Grade 11 or 12 course. Students who withdraw from credit courses offered through our summer school also are allowed an equivalent amount of time to withdraw from a course. The director who oversees the summer school will determine the amount of time allowed before the withdrawal must be recorded on the OST. If the student withdraws after the time allowed, a "W" is entered in the "Credit" column and the student's percentage grade at the time of withdrawal is recorded in the "Percentage Grade" column. The director is also responsible for reporting this information to the school that maintains the student's OSR and OST.

Where there are extraordinary circumstances relating to a student's withdrawal from a Grade 11 or 12 course, a student's poor performance in a successfully completed course, or a student's failure to complete a course successfully, the special indicator "S" may be entered in the "Note" column on the OST.

CHANGE COURSE TYPES

In Grade 10, students choose the course type. Some students may change their educational

goals as they proceed through the remainder of secondary school.

A student may enrol in a different type of course in a given subject than the type completed, although doing so may require additional preparation, as recommended by the director.

In Grades 11 and 12, a student may change to a different type of course in a given subject provided that the student has successfully completed any course specified as a prerequisite for that course.

PRIOR LEARNING ASSESSMENT AND RECOGNITION

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school.

Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

The PLAR process involves two components: "challenge" and "equivalency."

The **challenge** process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

The **equivalency** process is the process of assessing credentials from other jurisdictions.

All credits granted through the PLAR process—that is, through either the challenge process or the equivalency process—represent the same standards of achievement as credits granted to students who have taken the courses.

MUSIC CERTIFICATES ACCEPTED FOR CREDITS

A student may be awarded a maximum of 2 credits for music programs taken outside the school through one or both of the following options:

Option One

For music programs completed outside the school as identified in Appendix 4, the director of the secondary school may award a maximum of 2 University/College preparation credits (1 Grade 11 credit and 1 Grade 12 credit) towards the Ontario Secondary School Diploma. These credits may be awarded in addition to any other music credits earned in school through successful completion of Ontario curriculum courses.

The credits will be awarded upon presentation of the official forms or certificates documenting the required achievement. These credits are optional credits; they may not be used to meet the compulsory credit requirement in the arts or the additional compulsory credit requirement for Group 2.

Option Two

Students may be awarded music credits (a maximum of 2 credits, in grades 10 to 12) through the PLAR challenge process. Music credits granted through the PLAR process may be used to meet the compulsory credit requirement in the arts or the additional compulsory credit requirement for Group 2. They may also be used to satisfy the related course requirement for a cooperative education programme.

Students can obtain credit for the courses listed in PROGRAMMES IN MUSIC TAKEN OUTSIDE THE SCHOOL POLICY

ALTERNATE WAYS OF EARNING CREDITS

There are various opportunities to earn credits via private e-learning schools and platforms, TVO's Independent Learning Centre, and continuing education schools and courses. Should the need arise or a student request it, the academic adviser can guide the student to these other ways of earning credits and support the enrollment process.

IX COURSE INFORMATION

COURSE TYPES

Grades 9

Inclusive Grade 9 De-streamed Courses are offered in Mathematics and Science with a distinct shift in pedagogical practices and assessment to ensure improved equitable outcomes for all students.

Inclusive Grade 9 Academic Courses uses the Academic curriculum expectations. They develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Inclusive Grade 9 Open Courses uses the open curriculum and allows students to keep their options open regarding post-secondary opportunities. They comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

Grades 10

Applied Courses continue to be offered in Grade 10. They focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Grades 11 and 12

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

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

College Preparation Courses prepare students with the knowledge and skills they need to meet the entrance requirements for most college programs or apprenticeship and other training programmes.

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

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

Credit Recovery Courses provide an opportunity to get a credit without repeating the entire course.

COURSE CODES

The first three letters indicate the subject, the number or letter following indicates the grade or level and the last letter indicates the course type.

SNC1W   Science, grade 9, Destreamed

ENG2D   English, grade 10, Academic

ENG3U   English, grade 11, University Preparation

ICS4C   Computer Programming, grade 12, College Preparation

ADA3M   Dramatic Arts Level III University/College preparation

LYBBD   Arabic, Level 1, University Academic

COURSE DURATION AND ACCESSIBILITY

A full-credit course is scheduled for a minimum of 110 hours; a half-credit one, for 55 hours. We

offer a full academic year, semestered, summer, evening and/or weekend courses on site.

ACCESS TO INFORMATION

Course Information

Course outlines are handed to the student at the start of the course and to parents at Curriculum Night.

Parents and students have access to up-to-date course outlines on Google Classroom.

Up-to-date course outlines are maintained on file in the office and in the director's office. They are available upon request for parents and students to examine, once COVID-19 restrictions lift.

Ontario Ministry of Education Policy Documents

Ontario curriculum policy documents are found online at http://www.edu.gov.on.ca/eng/

School Policies based on the Ontario Ministry of Education Policy Documents

Académie de la Capitale's policies based on the Ontario Ministry of Education policy documents are summarized in the Académie de la Capitale Course Calendar. The unabridged version of the policies is available from the director. They are on file in the office and in the director's office.

Académie de la Capitale's School Culture and Expectations Handbook 2022-2023

The parent manual, School Culture and Expectations, comprised of school-related policies is sent to all the last week of August and to parents of newly enrolled students.

DESCRIPTION OF COURSES OFFERED

All course outlines for courses followed are given to the student at the beginning of the course. They are also available from the director, the teachers and on Google Classroom. A starred course * indicates the course is offered as part of the French Immersion Certificate.

Business Studies

Introduction to Business, Grade 9/10, Open (BBI1O/2O)

This course introduces students to the structures and requirements of the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. Students will learn concepts and skills related to finance, marketing, entrepreneurship, information technology and international business. A strong emphasis is placed on the importance of ethics and social responsibility, and problem solving in the business environment. This course helps students develop the business knowledge and skill they will need in their everyday lives.

Prerequisite: None

Information and Communication Technology in Business, Grade 10, Open (BTT2O)

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills and current issues related to the impact of information and communication technology.

Prerequisite: None

International Business Fundamentals, Grade 12, University/College (BBB4M)

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

Prerequisite: None

English as a Second Language

ESL, Level 1, Open (ESLAO)

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

Prerequisite: None

ESL, Level 2, Open (ESLBO)

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

Prerequisite: ESL Level 1 or equivalent

ESL, Level 3, Open (ESLCO)

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

Prerequisite: ESL Level 2 or equivalent

ESL, Level 4, Open (ESLDO)

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

Prerequisite: ESL Level 3 or equivalent

ESL, Level 5, Open (ESLEO)

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

Prerequisite: ESL Level 4 or equivalent

The Arts

Integrated Arts, Grade 9 or 10, Open (ALC1O/ALC2O)

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created

individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

Prerequisite: None

Exploring and Creating in the Arts, Grade 11 or 12, Open (AEA3O/AEA4O)

This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyze art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society.

Prerequisite: Any Grade 9 or 10 arts course

Media Arts, Grade 10, Open (ASM2O)

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

Prerequisite: None

Media Arts, Grade 11, University/College (ASM3M)

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

Prerequisite: Media Arts, Grade 10, Open

Media Arts, Grade 11, Open (ASM3O)

This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works.

Prerequisite: None

Media Arts, Grade 12, University/College (ASM4M)

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

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

Visual Arts, Grade 9, Open (AVI1O)

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

Visual Arts, Grade 10, Open (AVI2O)

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

Prerequisite: None

Visual Arts, Grade 11, University/College Preparation (AVI3M)

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

Prerequisite: Visual Arts, Grade 9 or 10, Open

Visual Arts, Grade 12, University/College Preparation (AVI4M)

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

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

Health and Physical Education

Healthy Active Living Education, Grade 9, Open (PPL1O)

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

Prerequisite: None

Introductory Kinesiology, Grade 12, University Preparation (PSK4U)

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for University programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Prerequisite: Any Grade 11 University or University/College Preparation Course in Science, or any Grade 11 or 12 Open course in Health and Physical Education

English

English, Grade 9, Academic (ENG1D)

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

Prerequisite: None

English, Grade 10, Academic (ENG2D)

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

Prerequisite: English, Grade 9, Academic or Applied

English, Grade 11, University Preparation (ENG3U)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 University or College Preparation Course.

Prerequisite: Grade 10 English, Academic

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

Prerequisite: Grade 11 English, University Preparation

The Writer's Craft, Grade 12, University Preparation (EWC4U)

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

Prerequisite: English, Grade 11, University Preparation

Canadian and World Studies

Issues in Canadian Geography, Grade 9, Academic (CGC1D)

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

Prerequisite: None

Civics and Citizenship, Grade 10, Open (CHV2O)

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

Prerequisite: None

Canadian History since World War I, Grade 10, Academic (CHC2D)

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

World History to the Fifteenth Century, Grade 11, University/College Preparation (CHW3M)

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Prerequisite: Grade 10 Canadian History since World War I, Academic or Applied

American History, Grade 11, University (CHA3U)

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation

and analysis of evidence, when investigating various forces that helped shape American history.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

World History since 1900: Global and Regional Interactions, Grade 11 Open (CHT3O)

This course focuses on major developments in world history from 1900 to the present.Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied, or the locally developed compulsory course (LDCC) in Canadian history

World History since the Fifteenth Century, Grade 12, University Preparation (CHY4U)

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

Prerequisite: Any University or University/College Preparation Course in Canadian and World Studies, English, or Social Sciences and Humanities

The Individual and the Economy, Grade 11, University/College (CIE3M)

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles affect stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

Analyzing Current Economic Issues, Grade 12, University (CIA4U)

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

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

Classical Studies and International Languages (Spanish, Mandarin, Arabic, Italian)

International Languages, Level 1, Academic (LBABD—LDYBD)

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

Prerequisite: None

International Languages, Level 2, University Preparation (LBACU—LDYCU)

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

Prerequisite: International Languages, Level 1, Academic

International Languages, Level 3, University Preparation (LBACU—LDYDU)

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

Prerequisite: Level 2 International Languages, University Preparation

Computer Studies

Introduction to Computer Studies, Grade 10, Open (ICS2O)

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

Prerequisite: None

Introduction to Computer Science, Grade 11, University (ICS3U)

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

Prerequisite: None

Introduction to Computer Programming, Grade 11, College Preparation (ICS3C)

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

Prerequisite: None

Computer Science, Grade 12, University Preparation (ICS4U)

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

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

Computer Programming, Grade 12, College Preparation (ICS4C)

This course further develops students' computer programming skills. Students will learn object oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing and expand their understanding of environmental issues, emerging technologies, and computer-related careers.

Prerequisite: Introduction to Computer Programming, Grade 11, College Preparation

First Nations, Métis, and Inuit Studies

Expressions of First Nations, Métis, and Inuit Cultures, Grade 9, Open (NAC1O)

This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/ productions, that explore or reflect First Nations, Métis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges.

Prerequisite: None

First Nations, Métis, and Inuit in Canada, Grade 10 Open NAC2O

This course explores the histories of First Nations and Inuit in Canada from precontact, as well as Métis from their beginnings, to the present day. Students will examine the continuing impact of past social, cultural, economic, political, and legal trends and developments on First Nations, Métis and Inuit individuals and communities. Students will apply the concepts of historical thinking and the historical inquiry process to investigate a range of issues, events, and interactions that have affected First Nations, Métis, and Inuit individuals and communities, including those that continue to affect relations between Indigenous and non-Indigenous peoples in Canada.

Prerequisite: None

English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation (NBE3U)

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or selfgovernance, students will analyse the changing use of text forms by Indigenous authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

Prerequisite: English, Grade 10, Academic

Contemporary First Nations, Métis, and Inuit Issues and Perspectives, Grade 11 University/College Preparation NDA3M

This course explores existing and emerging issues of local, regional, and national importance to First Nations, Métis, and Inuit in Canada. Students will analyse diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends. Using the concepts of political thinking and the tools of political inquiry, students will explore their own and others' ideas and investigate issues to determine what needs to change and why. Students are also given the opportunity to develop their own problemsolving strategies to address an issue of their choice.

Prerequisite: First Nations, Métis, and Inuit in Canada, Grade 10, Open, or Canadian History since World War I, Grade 10, Academic or Applied French as a Second Language

Contemporary Indigenous Issues and Perspectives in a Global Context, Grade 12, University/College Preparation (NDW4M) .

This course examines global issues from the perspectives of Indigenous peoples. Students will explore the depth and diversity of Indigenous cultures, traditions, and knowledge. Students will consider how diverse Indigenous communities persevere despite current global environmental and economic trends, and will investigate topics such as identity,

social justice, human rights, spirituality, resilience, and advocacy for change.

Prerequisite: Any Grade 11 university, university/college, or college preparation course in First Nations, Métis, and Inuit studies, Canadian and world studies, or social sciences and humanities

First Nations, Métis, and Inuit Governance in Canada, Grade 12 University/College Preparation NDG4M

This course explores aspects of First Nations, Métis, and Inuit governance in Canada as well as laws, policies, and judicial decisions that have affected and continue to affect the lives of Indigenous peoples in this country. Students will investigate historical and contemporary relations between First Nations, Métis, and Inuit communities and colonial, federal, and provincial/territorial governments and will develop their understanding of Indigenous rights in Canada. Students will examine how traditional values and cultural practices inform models of Indigenous governance and leadership as they explore strategies being used to revitalize and strengthen First Nations, Métis, and Inuit sovereignty, self-governance, and self-determination in Canada.

Prerequisite: Any Grade 11 university, university/college, or college preparation course in First Nations, Métis, and Inuit studies, Canadian and world studies, or social sciences and humanities

French as a Second Language (CORE and IMMERSION)

Core French, Grade 9, Academic (FSF1D)

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

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

Core French, Grade 10, Academic (FSF2D)

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

Prerequisite: Core French, Grade 9, Academic or Applied

Core French, Grade 11, University Preparation (FSF3U)

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

Prerequisite: Grade 10 Core French, Academic

Core French, Grade 12, University Preparation (FSF4U)

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

Prerequisite: Grade 11 Core French, University Preparation

French Immersion, Grade 9, Academic (FIF1D)

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in

French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 3800 hours of instruction in French, or equivalent

French Immersion, Grade 10, Academic (FIF2D)

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Grade 9 French Immersion, Academic

French Immersion, Grade 11, University Preparation (FIF3U)

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Grade 10 French Immersion, Academic

French Immersion, Grade 12, University Preparation (FIF4U)

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Grade 11 French Immersion, University Preparation

Mathematics

Mathematics, Grade 9, Destreamed (MTH1W)

The Grade 9 mathematics curriculum focuses on key mathematics concepts and skills, as well as on making connections between related math concepts, between mathematics and other disciplines, and between mathematics and the lived experiences of students. This curriculum is designed to support all students indeveloping an understanding of, and the

ability to apply, the range of mathematical knowledge and skills appropriate for the grade level. Consequently, this curriculum is intended to support all students in continuing to build confidence in approaching mathematics, develop a positive attitude towards mathematics, think critically, work collaboratively, and feel that they are reflected in mathematics learning.

Prerequisite: None

Principles of Mathematics, Grade 10, Academic (MPM2D)

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, an abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Please note that additional specific expectations have been added in 2022.

Prerequisite: Grade 9 Mathematics, destreamed, or Grade 9 Mathematics Transfer, Applied to Academic

Functions, Grade 11, University Preparation (MCR3U)

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, Grade 12, University Preparation (MHF4U)

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

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

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as Science, engineering,

economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite: Note: Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors.

Mathematics of Data Management, Grade 12, University Preparation (MDM4U)

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

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

Mathematics for College Technology, Grade 12, College Preparation (MCT4C)

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of College technology programs.

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

Guidance and Careers

Career Studies, Grade 10, Open (GLC2O)

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Prerequisite: None

Science

Science, Grade 9, Destreamed (SNC1W)

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

Prerequisite: None

Science, Grade 10, Academic (SNC2D)

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

Prerequisite: Grade 9 Science, Academic or Applied

Biology, Grade 11, University Preparation (SBI3U)

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

Prerequisite: Grade 10 Science, Academic

Chemistry, Grade 11, University Preparation (SCH3U)

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

Prerequisite: Grade 10 Science, Academic

Biology, Grade 12, University Preparation (SBI4U)

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

Prerequisite: Grade 11 Biology, University Preparation

Physics, Grade 11, University Preparation (SPH3U)

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

Prerequisite: Science, Grade 10, Academic

Environmental Science, Grade 11, University/College Preparation (SVN3M)

This course provides students with the fundamental knowledge of and skills relating to environmental Science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of Science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between Science, the environment, and society in a variety of areas.

Prerequisite: Grade 10 Science, Academic or Applied

Chemistry, Grade 12, University Preparation (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: Grade 11 Chemistry, University Preparation

Physics, Grade 12, University Preparation (SPH4U)

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

Prerequisite: Grade 11 physics, University Preparation

understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social Science research, and to become familiar with current thinking on a range of issues within the three disciplines.

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

World Religions: Beliefs, Issues, and Religious Traditions, Grade 11, University/College Preparation
Earth and Space Science, Grade 12, University Preparation (SES4U)

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

Prerequisite: Grade 10 Science, Academic

Social Studies and Humanities

Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation (HSP3U)

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an *(HRT3M)*

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings andtraditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

Prerequisite: None

Philosophy: The Big Questions, Grade 11, University/College Preparation (HZB3M)

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

Prerequisite: None

Philosophy: Questions and Theories, Grade 12, University Preparation (HZT4U)

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

Prerequisite: Any University or University/College Preparation Course in Social Sciences and Humanities, English, or Canadian and World Studies

Human Development Throughout the Lifespan (HHG4M)

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

Prerequisite: Any University or University/College Preparation Course in Social Sciences and Humanities, English, or Canadian and World Studies

Interdisciplinary Studies

Interdisciplinary Studies, Grade 12, University (IDC4U)

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

Prerequisite: Any University or University/College Preparation Course

Literacy Course The Ontario Secondary School Literacy Course, Grade 12 (OLC4O)

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

Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course.

X COURSE CALENDAR 2022-2023

COURSE	GRADE	EDU CODE	TYPE	CREDIT	PREREQUISITE	ONLINE	2022-2023	TAB
BUSINESS STUDIES								1
Intro to Business	9 or 10	BBI1O/BBI2O	Open	1	None			
Intro to Business and Technology	9 or 10	BTT1O/ BTT12O	Open	1	None			
Intl Buisness Fundamentals	12	BBB4M	University	1	None			
ENGLISH AS A SECOND LANGUAGE								2
English as a Second Language	Level 1	ESLAO	Open	1				
English as a Second Language	Level 2	ESLBO	Open	1	ESL Level 1 or equivalent*			
English as a Second Language	Level 3	ESLCO	Open	1	ESL Level 2 or equivalent*			
English as a Second Language	Level 4	ESLDO	Open	1	ESL Level 3 or equivalent*			
English as a Second Language	Level 5	ESLEO	Open	1	ESL Level 4 or equivalent*			
THE ARTS								3
Integrated Arts	9	ALC 1O	Open	1	None			
Media Arts	10	ASM2O	Open	1	None			
Media Arts	11	ASM3O	Open	1	None			
Media Arts	11	ASM3M	University	1	ASM2O			
Media Arts	12	ASM4M	University	1	ASM3M			
Exploring and Creating in the Arts	11 or 12	AEA3O/ AEA4O	Open	1	Any 9 or 10 art course			
Visual Arts	9	AVI1O	Open	1	None			
Visual Arts	10	AVI2O	Open	1	ALC1O, AVI1O			
Visual Arts	11	AV I3M	University	1	AV1IO, AVI2O			
Visual Arts	12	AV I4M	University	1	AV I3M			
HEALTH AND PHYSICAL EDUCATION								4
Healthy Active Living Education	9	PPL1O	Open	1	None			
Introductory Kinesiology	12	PSK4U	University	1	Any Grade 11 University or University/College Preparation Course in Science, or any Grade 11 or 12 Open course in Health and Physical Education			

ENGLISH								5
English	9	ENG1D	Academic	1	None			
English	10	ENG2D	Academic	1	ENG1D			
English	11	ENG3U	University	1	ENG2D			
English	12	ENG4U	University	1	ENG3U			
The Writer's Craft	12	EWC4U	University	1	ENG3U			
ÉTUDES CANADIENNES ET MONDIALES/CANADIAN AND WORLD STUDIES								6
Enjeux géographiques du Canada	9	CGC1D	Théorique	1	Aucun			
Issues in Canadian Geography	9	CGC1D	Academic	1	None			
Civics and Citizenship	10	CHV2O	Open	.5	None			
CND History since WW1	10	CHC2D	Academic	1	None			
Histoire du Canada depuis la 1e Guerre mondiale	10	CHC2D	Théorique	1	Aucun			
World History to 15th Century	11	CHW3M	University	1	CHC2D			
American History	11	CHA3U	University	1	CHC2D			
World History since 1900: Global and Regional Interactions	11	CHT3O	Open	1	CHC2D, CHC2P			
World History since the Fifteenth Century	12	CHY4U	University	1	Any University or University/College Preparation Course in canadian and World Studies, English, or Social Sciences and Humanities			
The Individual and the Economy	11	CIE3M	University/ College	1	CHC2D			
Analysing Current Economic Issues	12	CIA4U	University	1	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities			
CLASSICAL STUDIES & INTERNATIONAL LANGUAGES/ SPANISH, MANDARIN, ARABIC, ITALIAN								7
International Languages	Level 1	(LBABD – LDYBD)	Academic	1	None			
International Languages	Level 2	(LBACU – LDYCU)	University	1	Level , academic			
International Languages	Level 3	(LBADU – LDYDU)	University	1	Level 2, university			
COMPUTER STUDIES								8
Intro to Computer Studies	10	ICS2O	Open	1	None			
Intro to Computer Science	11	ICS3U	University	1	None			
Intro to Computer Programming	11	ICS3C	College Level	1	None			

Computer Science	12	ICS4U	University	1	ICS3U			
Computer Programming	12	ICS4C	College	1	ICS3C			
FIRST NATIONS, MÉTIS, AND INUIT STUDIES								9
Expressions of First Nations, Métis, and Inuit Cultures,	9	NAC1O	Open	1	None			
First Nations, Métis, and Inuit in Canada	10	NAC2O	Open	1	None			
English: Understanding Contemporary First Nations, Métis, and Inuit Voices	11	NBE3U	University	1	ENG2D			
Contemporary First Nations, Métis, and Inuit Issues and Perspectives	11	NDA3M	University/ College	1	NAC2O CHC2D			
Contemporary Indigenous Issues and Perspectives in a Global Context	12	NDW4M	University/ College	1	Any Grade 11 university, university/college, or college preparation course in First Nations, Métis, and Inuit studies, Canadian and world studies, or social sciences and humanities			
First Nations, Métis, and Inuit Governance in Canada	12	NDG4M	University/ College	1	Any Grade 11 university, university/college, or college preparation course in First Nations, Métis, and Inuit studies, Canadian and world studies, or social sciences and humanities			
FRENCH AS A SECOND LANGUAGE (CORE)								10
Core French	9	FSF1D	Academic	1	Minimum of 600 hours of French instruction, or equivalent			
Core French	10	FSF2D	Academic	1	FSF1D			
Core French	11	FSF3U	Academic	1	FSF2D			
Core French	12	FSF4U	Academic	1	FSF3U			
FRENCH AS A SECOND LANGUAGE (IMMERSION)								11
French Immersion	9	FIF1D	Academic	1	Minimum of 600 hours of French instruction, or equivalent			
French Immersion	10	FIF2D	Academic	1	FIF1D			
French Immersion	11	FIF3U	Academic	1	FIF2D			
French Immersion	12	F1F4U	Academic	1	F1F3U			
MATHEMATICS								12
Mathematics	9	MTH1W	2021	1	None			
Mathematics	10	MPM2D	Academic	1	MTH1W			
Functions	11	MCR3U	University	1	MPM2D			
Math for College Technology	12	MCT4C	College	1	MCR3U			

Calculus & Vectors	12	MCV4U	University	1	MCR3U			
Mathematics of Data Management	12		University	1	MCR3U			
Advanced Functions	12	MHF4U	University	1	MCR3U			
GUIDANCE AND CAREER EDUCATION								13
Careers	10	GLC2O	Open	.5	None			
SCIENCE								14
Science	9	SNC1D	Academic	1	None			
Science	10	SNC2D	Academic	1	SNC1D			
Biology	11	SBI3U	University	1	SNC2D			
Chemistry	11	SCH3U	University	1	SNC2D			
Physics	11	SPH3U	University	1	SNC2D			
Environmental Science	11	SVN3M	University	1	SNC2D			
Biology	12	SBI4U	University	1	SBI3U			
Chemistry	12	SCH4U	University	1	SCH3U			
Physics	12	SPH4U	University	1	SPH3U			
Earth and Space Science	12	SES4U	University	1	SNC2D			
SOCIAL SCIENCES AND HUMANITIES								15
Introduction to Anthropology, Psychology, and Sociology	11	HSP3U	University/ College	1	ENG2D, or CHC2D			
World Religions: Beliefs, Issues, and Religious Traditions	11	HRT3M	University/ College	1	None			
Philosophy: The Big Questions	11	HZB3M	University/ College		None			
Philosophy: Questions and Theories	12	HZT4U	University	1	Any University or University/ College Preparation Course in Social Sciences and Humanities, English, or canadian and World Studies			
Human Development Throughout the Lifespan	12	HHG4M	University	1	Any University, University/College, or College Preparation Course in Social Sciences and Humanities, English, or canadian and World Studies			
INTERDISCIPLINARY STUDIES								16
Interdisciplinary Studies	12	HZB3M	University	1				
LITERACY COURSE								
Ontario Secondary School Literacy Course	12	OLC4O			Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course.			17

All other courses offered year-round.

XI SCHOOL CALENDAR FOR 2022-2023

Calendrier scolaire 2022-2023 School Year Calendar

2022

August 22 to August 26	Semaine de planification et d'apprentissage
22 août au 26 août	Planning and Learning Week (No School)
August 29 août	**Début du 1er terme/ 1st term begins**
	Cérémonie d'ouverture/ Opening Ceremonies
September 5 septembre	Congé/ Holiday
September 13 septembre	Épluchette communautaire/ Community Corn Roast
September 27 septembre	Marathon scolaire Terry Fox School Run
September 30 septembre	Journée du chandail orange/ Orange Shirt Day
October 3 octobre	MyBlueprint Start up
October 6 octobre	OUAC meetings for Grade 12
October 7 octobre	Journée de planification et d'apprentissage
	Planning and Learning Day (no school)
October 10 octobre	Congé/ Holiday
October 18 octobre	Présentation du curriculum/ Curriculum Night
	Porte ouverte/ Open House
October 21 octobre	Rapport intermédiaire/ Progress Report
October 24 octobre	Divali
November 10 novembre	**Bulletins OSSD/ OSSD Report Cards**
November 16 novembre	Entretiens à trois/ 3 Way Conference
November 17 novembre	Journée de planification et d'apprentissage
	Planning and Learning Day (no school)
November 18 novembre	Congé/ Holiday
November 30 novembre	**Soirée du curriculum PSSP & OSSD Curriculum Night**
December 5-11 décembre	Hour of Code
December 22 décembre	Bulletins PP/ PYP Report Cards
December (am) 23 décembre (en matinée)	Gala du temps des fêtes/ Festive Season's Extravaganza
Dec. 23 (pm), 26, 27, 28, 29, 30	Congé d'hiver/ Winter Holiday

2023

January 2, 4, 5, 6, 9, 10, 11, 12, 13 janvier	Congé d'hiver/ Winter Holiday
January 16 janvier	Retour du congé/ Return from holiday
January 26 janvier	Rencontre du village/ Village Meeting Diner-partage à la saveur internationale/ International Food Potluck
January 25-26-27 janvier	**Période de révision et d'évaluation DÉSO/ OSSD Review and Assessment Week**
February 1 février	**Début du 2e terme/ 2nd term begins**
February 10 février	100ième Journée/ 100's Day
February 17 février	Journée de planification et d'apprentissage Planning and Learning Day (no school)
February 20 février	Congé/ Holiday
February 22 février	Compétition Pascal Math Competion
TBA	AcadeCap Night of Theatre
March 1 mars	Échéance de réinscription/ Re-enrollment Deadline
March 1 mars	**OSSD Course Selection**
2022-2023 school year	**OSSD Virtual Career Fair**
March 6 mars	Expo i STEAM/ i STEAM Fair
March 13, 14, 15, 16, 17, 20, 21, 22, 23, 24 mars	Congé de mars/ March Break
March Range TBA	**Test de compétences linguistique/Ontario Literacy Test**
April 3, 4, 5, 6 avril	Foire des langues vivantes/ Living Languages Week
April 6 avril	Rapport intermédiaire/ Progress Report
April 7 avril	Congé/ Holiday
April 10 avril	Congé/ Holiday
April 20 avril	**Bulletins DÉSO/ OSSD Report Cards**
April 21 avril	Entretiens à trois/ 3 Way Conferences
April 26 avril	Poetry Café
May 5 mai	Cinco de Mayo
May 6 mai	Soirée AcadeQuiz Fundraiser Night
May 17 mai	Exposition PP/ PYP Exposition
May 19 mai	Journée de planification et d'apprentissage Planning and Learning Day (no school)
May 22 mai	Congé/ Holiday
TBA	Compétition Gauss Math Competion

TBA	Soirée du théatre Acadecap Night of Theatre
May 25 mai	Foire des carrières/ Career Fair
June 1 juin	Entretiens guidés/ Student-Led Conferences
June 1 juin	AcadeMe Accolades Jiu-jitsu Demo, Vernissage
June 9 juin	Sautons en Chœur / Jump Rope for Heart
June 20-21-22 juin	**Période de révision et d'examen DÉSO/ OSSD Review and Exam Week**
June 23 juin	Célébrons l'apprentissage/ Celebration of Learning
June 23 juin	Festin de fraises/ Strawberry Social
June 27 juin	Bulletins PP/ PYP Report Cards
	Cérémonie de fermeture/ Closing Ceremonies
June 26, July, August	Congé d'été/ Summer Holiday
June 26-29 juin	Journées de planification et d'apprentissage Planning and Learning Days (no school)
July 5 juillet	**Bulletins DESO/ Report Cards OSSD**
July 4 to August 18	AcadeCAMP/ AcadeCODERs
July 4-31 juillet	**Cours OSSD À la carte/À la carte OSSDCourses**
August 1 -31 août	**Cours OSSD À la carte/À la carte OSSD Courses**

Term 1 begins August 29, 2022 and ends January 31, 2023.

Term 2 begins February 1, 2023 and ends June 27, 2023.

CALENDRIER SCOLAIRE 2022-2023 · ACADÉMIE DE LA CAPITALE · 2022-2023 SCHOOL YEAR CALENDAR

Légende / Legend

- ⚓ Cérémonie d'ouverture / Opening Ceremonies
- ☐ Planification et apprentissage professionnels / Professional Planning and Learning (no school)
- ❣ Exposition PP / PYP Exposition
- 🍂 Faire la connaissance/Épluchette / Community Corn Roast
- ♪ Gala du temps des fêtes / Festive Season Extravaganza
- ♫♫ Cabaret AcadeCap / AcadeCap Cabaret
- ▣ Présentation du curriculum / Curriculum Night
- ? Soirée AcadeQuiz / AcadeQuiz Fundraiser
- ∪ Festin de fraises / Strawberry Social
- ▤ Bulletin / Report Card
- ♔♔ Rencontre du village / Village Meeting
- A♥ Célébrons l'apprentissage / Celebration of Learning
- ☉ Entretien à trois / 3 Way Conference
- 𝒟𝓹 Dîner-Partage / International Potluck
- ☼ Congé / Holiday
- ◉ Entretien dirigé par l'élève / Student-Led Conference
- γ Foire iSTEAM / iSTEAM Fair
- ☐ E Niveau secondaire / Secondary School
- ▣ Échéance de réinscripti / Re-enrollment Deadline
- ● Visite libre / Open House

Sommaire / Summary

MOIS / MONTH	Journées d'enseignement / Instructional Days	Formation Training / Congés Holidays
Août / August	3	0/0
Septembre / September	21	0/1
Octobre / October	19	1/1
Novembre / November	20	1/1
Décembre / December	16.5	0/5.5
Janvier / January	12	0/10
Février / February	18	1/1
Mars / March	13	0/10
Avril / April	18	0/2
Mai / May	21	1/1
Juin / June	19	3/0
Total	180.5 +12.9	7/34.5

Calendrier / Calendar

MONTH	1st Week L/M/M/J/V	2nd Week L/M/M/J/V	3rd Week L/M/M/J/V	4th Week L/M/M/J/V	5th Week L/M/M/J/V
August	1 2 3 4 5	8 9 10 11 12	15 16 17 18 19	22 23 24 25 26	29 30 31
September	_ _ _ 1 2	5 6 7 8 9	12 13 14 15 16	19 20 21 22 23	26 27 28 29 30
October	3 4 5 6 7	10 11 12 13 14	17 18 19 20 21	24 25 26 27 28	31
November	_ 1 2 3 4	7 8 9 10 11	14 15 16 17 18	21 22 23 24 25	28 29 30
December	_ _ _ 1 2	5 6 7 8 9	12 13 14 15 16	19 20 21 22 23	26 27 28 29 30
January	2 3 4 5 6	9 10 11 12 13	16 17 18 19 20	23 24 25 26 27	30 31
February	_ _ 1 2 3	6 7 8 9 10	13 14 15 16 17	20 21 22 23 24	27 28
March	_ _ 1 2 3	6 7 8 9 10	13 14 15 16 17	20 21 22 23 24	27 28 29 30 31
April	3 4 5 6 7	10 11 12 13 14	17 18 19 20 21	24 25 26 27 28	
May	1 2 3 4 5	8 9 10 11 12	15 16 17 18 19	22 23 24 25 26	29 30 31
June	_ _ _ 1 2	5 6 7 8 9	12 13 14 15 16	19 20 21 22 23	26 27 28 29 30

XII INTERNATIONAL STUDENT INFORMATION

For the International Students and their families

Académie de la Capitale, a school belonging to the network of B World Schools at the elementary level and offering the Ontario Secondary School Diploma (OSSD) at the secondary level, is well positioned to offer high-quality educational programmes and services in a safe, welcoming community environment for international students, to promote achievement and well-being and to engage in intercultural learning.

Attending Académie de la Capitale, an authorized IB World Primary Years Programme (IB PYP) and an Ontario inspected secondary school at the OSSD, opens pathways for international students to study in Ontario, from preschool to secondary school.

At Académie de la Capitale, you can obtain your internationally recognized OSSD, a Canadian high school diploma, onsite and online, via telelearning and/or Live Online Option or a combination thereof.

We are in fact an onsite school that goes online to meet international, national or local students' educational needs in ordinary and extraordinary times enabling academic success and admission to post-secondary education in Canada and around the world.

For further information on obtaining an Ontario Secondary School Diploma as an international student at Acadecap, please contact admission at info@acadecap.org and request the Fees, Requirements and Admission Handbook and the Course Calendar 2022-2023. The administrators in Admissions and Finance are ready to answer your questions and provide guidance to international students and their families.

During COVID-19 outbreak, an International Student Readiness Package with the International Student Safe Travel, Arrival and Quarantine Guide, the Self-Isolation Tool Kit and the latest version of the AcadeCap COVID-19 policies and practices will be provided along with the admission acceptance letter.

Welcome to our learning community!

XII ACADECAP TEAM FOR 2022-2023

PROGRAMME	RESPONSIBILITIES	GRADE	NAME	EDUCATION
AC EARLY YEARS PYP	POI & Learning Differences	JK-SK Eng	Tabatha Porteous	RECE, IB PYP training
AC PYP	POI, PYP Coordinator, i STEAM with focus on PYP math	SK FLS 1-2	Shannon Neill	B.Ed. Pédagogie de l'immersion française, IB PYP training, IB Virtual Global Conference attendee
AC PYP	POI, Français, POI Équipe de soccer	3/4	Semiyu Adegbite	B.A. (Hon) francais & linguistique; M.A. études françaises; Doctorat en français
AC PYP, PSSP	POI & Jiu-jitsu, Outdoor ed.	all levels, 5-6	Daniella Jacques	B.A Anthropology, B.Sc. Biology Jiu-jitsu senpai, blackbelt
AC PYP, PSSP	PYP V.P., English and Drama & School Life Events Coordinator & Toddle Contact	JK-8	Melissa Hall	B.A. History & Psychology, B. Ed, IB PYP training
AC PYP, PSSP, OSSD	Science, Biology, Career, SMILE, School Administrator (OnSIS), OSSD Coordinator & 21st CLC	all levels, OSSD	Christine Chapman	BSc. Bio-Psychology, BSc. Biology, Dip.Tech. Natural Resources, Orton-Gillingham Associate-in-training, IDA Conference attendee
AC PSSP, OSSD	PSSP, OSSD English, Science, Math, Humanities	7-12	Lynsey Pellow-Nabbs	B.Sc. Genetics, PGCE
AC PSSP, OSSD	Physics, Mathematics, Philosophy, Intl Business, 21st CLC & Toddle Contact	7-12	Bruno Riel	MSc. PHD. Applied Physics, LSSMBB, IB MYP training
AC PYP, PSSP, OSSD	Spanish, PSPE & Art	all levels	Cec1lia Ruvalcaba	B.Ed, M.A. Family Education, IB PYP training
AC PYP, PSSP, OSSD	Library, PYP, PSSP & OSSD English, Visual and Media Arts & SMILE	all levels, 7-12	Nicole Horbal	B.A. H. Fine Arts, B.Ed, Orton-Gillingham Associate-in-training
AC PYP, PSSP, OSSD	Mandarin	all levels	TBA	Mandarin
AC PYP, PSSP, OSSD	Admissions & Administration	all levels	Kara Jenkins	Public Relations/School Adminstrator
AC PYP, PSSP, OSSD	Music/Violin/Keyboard	all levels	Marta Talanzcuk	B. Mus., B.Ed., IB PYP training
AC PYP, PSSP	ABA For Educators, ASD Resource	Individual students	Andrea Shoup	B.A. B. Ed. (Supply), IB PYP training
AC PYP, PSSP, OSSD	Finance Administrator	all levels	Sylvie Drozdowski	Administration/Accounting Certification, Bankruptcy Insolvency Counsellor Degree, Bankruptcy Insolvency Administration (CAIRP)
AC PYP, PSSP, OSSD	Founding Director & 21st CLC FLS	all levels 7-12	Lucie Lalonde	B.A. H. Applied Linguistics, B.Ed, M.Ed, Second Language Teaching, FLS EDU specialist, IB PYP & MYP training & DA Conference attendee

REMERCIEMENTS/ ACKNOWLEDGMENTS

Remerciements

À tout notre petit monde de la maternelle et du jardin, à nos chercheurs du PP, à nos élèves audacieux du PSSP et nos formidables élèves du secondaire, quelle fierté de vous voir tant apprendre et grandir à l'Académie de la Capitale!

Nous sommes reconnaissantes envers les parents qui, grâce à leur confiance en nous et notre équipe, concrétisent notre vision d'une école, unique en son genre; là où les enfants aiment apprendre au point même, qu'ils ne veulent pas quitter à la fin de la journée!

Nous apprécions grandement le travail consciencieux de toute l'équipe de l'Académie de la Capitale, surtout lors de cette période extraordinaire.

Acknowledgments

It gives us great pleasure and pride to watch all our students learn and grow at Académie de la Capitale; from the little world of our junior and senior Kindergarten, to the PYP inquirers and the PSSP risk takers, as well as our awesome secondary school students.

We are grateful to all the parents who, thanks to their trust in us and the Académie de la Capitale team, have validated our vision of a unique school: where children are so engaged in their learning, that they don't even want to leave at the end of the day!

We greatly appreciate all the conscientious efforts and hard work put forth by all members of the Académie de la Capitale team, especially during these continued extraordinary times.

NOTES

ACADEMIE DE LA CAPITALE

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