

St. Jude's Academy

Course Calendar

2016-2017



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School

The Importance and Value of a Secondary Education

We, the staff of St. Jude's Academy, are committed to the task of providing you, our students, with the best possible secondary education. Our responsibility to you is challenging, yet it is exciting. We welcome this privilege because, together, we are creating a community of learners and teachers.

We acknowledge our commitment as follows:

1. We will carefully plan, teach and evaluate all assigned courses.
2. We will strive to maintain an environment in our classes and in school generally, which will enable you to grow and develop.
3. We will communicate information about your progress to you and to your parents.
4. We will endeavour to assist you with any difficulty you wish to share.
5. Finally, we promise that we will strive to challenge you to think, to examine, to listen, to speak out and to act in the spirit of humanity

The Requirement to Remain in Secondary School

St. Jude's Academy believes that regular attendance and punctuality are positive behaviours that should be fostered in our school system. Regular attendance is necessary for a student to gain the full benefits of educational instruction. The Ontario Ministry of Education has established a minimum of 110 hours of instruction for Grade 9 to Grade 12 students to qualify for each credit toward high school graduation.

Under the Ontario Public Schools Act, a child must attend school regularly until the age of 18 or obtained an Ontario Secondary School Diploma. A student who is of compulsory school age is required to attend regularly once he/she enrolls. In addition, school attendance for all students is conditional upon their behaviour.

The School's Overall Goals and Philosophy

St. Jude's Academy is an independent IB Candidate school committed to high standards of scholarship, citizenship, and personal responsibility. Through a rigorous liberal arts curriculum, and extensive co-curricular program, St. Jude's encourages each student to develop an inquisitive and creative mind, sound body, and strong moral character. Set in the north end of Mississauga's Streetsville community, St. Jude's inspires reflection, study and play, abiding friendships, and a defining school spirit. A vibrant, ethical community that embraces diversity, St. Jude's prepares students for leadership in a rapidly changing world that requires global understanding, environmental stewardship, and dedication to service.

School Organization

Terms and Reporting Periods

St. Jude's Academy is a non-semestered school that runs courses from September to June on a 10 day schedule. St. Jude's Academy distributes one mid-term report throughout the year and one final report. Mid-term Reports are published in January and the Final Report is sent home in June after final exams.

Timetable

9:00-9:40	Period 1
9:40-10:20	Period 2
10:20-11:00	Period 3
11:00-11:40	Period 4
11:40-12:20	Period 5
12:20-1:00	Period 6
1:00-1:40	Period 7
1:40-2:20	Period 8
2:20-3:00	Period 9
3:00-3:40	Period 10

NOTE: St. Jude's Academy is not semestered (classes run year-round) on a 10-day schedule

Expectations Regarding Student Responsibilities, Achievement, and Attendance

A. Student Responsibilities

Students at St. Jude's Academy are expected to behave according to the school code of conduct at all times while on school grounds

B. Student Achievement

Students are expected to study for their courses and ask questions for clarifications in their classrooms. Student academic achievement is a shared responsibility between the teachers and students, with the diligence of studying and striving for high standards the responsibility of the student.

C. Student Attendance

Students must attend school regularly and Parents/ Guardians must report any absence to the school administrator. Please see Appendix A for the full attendance policy at St. Jude's Academy

School Code of Conduct

The staff of St. Jude's Academy wishes to outline the standards of behaviour that are expected of all our students. In order to maintain and enhance an environment that is safe, welcoming, and in which teaching and learning will flourish, students are expected to behave in a manner that is helpful, courteous, respectful, and caring. The vast majority of our students conduct themselves accordingly. Students are encouraged to approach any staff member to report any incident they believe is not acceptable. Negative, disruptive, and aggressive behaviour will not be tolerated. A variety of techniques will be employed where appropriate to discourage unacceptable behaviour. Disciplinary procedures, including suspension where deemed appropriate, will be enforced for those who do not comply with these standards. Suspension is the removal of a pupil from the school, by the Head of School, for a specified period of time. Students are required to adhere to the following expectations at all times. Failure to comply with these will result in disciplinary action.

1. Respect For Staff

Students are expected to comply with the expectations and requests of all staff members. The verbal, physical or sexual abuse of any staff member will not be tolerated and could result in suspension and police involvement.

2. Respect For The Rights Of Others

Students must respect the rights of all members of the school community. Unacceptable behaviour includes: verbal assault, sexual harassment or assault, fighting, physical assault, trespassing, possession or use of weapons and dangerous articles. Such behaviour is dangerous and will not be tolerated. Inappropriate behaviour could result in police involvement and the initiation of expulsion proceedings.

Sexual Harassment Policy Statement

St. Jude's Academy is an educational community within which children, women and men stand with equal dignity and value. To work and learn together as equals in a respectful, non-threatening environment is the right of all. The school therefore, expects that all its employees, students and volunteers will be free from sexual harassment. Sexual harassment is contrary to the law. The school supports The Ontario Human Rights Code which explicitly prohibits sexual harassment. It is the responsibility of all members of St. Jude's Academy to conduct themselves in accordance with this policy in order to create and maintain an environment free from sexual harassment. Anyone who feels that they have been a victim of sexual harassment should report this immediately to someone in authority.

Definition of Sexual Harassment: Sexual harassment is defined as any unwelcome sexual comment or conduct that intimidates, demeans or offends an individual. Sexual harassment may include: unwelcome sexual advances, inappropriate body contact, request for sexual favours, display of exploitive materials.

Race Relations Policy Statement: It is the policy of St. Jude's Academy, in keeping with the provisions of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code, to condemn and to refuse to tolerate any expression of racial or ethnic bias in any form by its students, staff or trustees. The policy also states that the accompanying guidelines for handling racial incidents within the school be implemented.

What is a racial incident? It is any expression of physical, psychological or verbal abuse that impinges on the human rights of another person. This includes racial, religious or ethnic slurs, name calling, insults, ethnic jokes, teasing, physical abuse or violence. See end note on definition of terms.

3. Respect For Self

Drugs and Alcohol: The possession and/or use of alcohol or illicit drugs on school property or at any school related event is forbidden and/or unlawful. All school functions, school-sponsored trips and celebrations such as graduation, shall be free of alcohol and illicit drugs.

Smoking: The school recognizes the benefits to all persons of a smoke-free environment. Therefore, smoking is banned within school buildings, in school vehicles and on all school property. Possession of tobacco products by students under nineteen years of age is illegal.

Proper Language: Students are expected to use language that is appropriate to their dignity and the dignity of others. Coarse, profane or vulgar language is unacceptable.

4. Respect For The Safety Of Others

Many aspects of the Code of Student Behaviour and Discipline are based on the acknowledged right of students to learn in a safe, orderly and stimulating environment. In addition to those items mentioned elsewhere in this policy, St. Jude's Academy shall endeavour to address specific incidents as they arise.

5. Respect For The Property Of Others

Students are expected to treat with respect the property within the community, the school grounds, the school buildings and all items belonging to the school, other students or staff. Vandalism and theft violate the spirit of respect and will be treated as serious offences. Such acts of dishonesty can lead to suspension and/or police involvement.

6. Attendance and Punctuality (See Attendance Procedures)

Regular Attendance on the part of the students is vital to the process of learning. Therefore, it is the responsibility of each student to be in attendance at all times and with the proper materials required for full participation. Persistent lates to class and/or unexplained absences will be dealt with by the administrative team.

Note: Definition Of Terms:

Name Calling: can be used in anger, with the intent to hurt or in fun. It can serve as a bad example for listeners who may not realize that it is being done in fun; it may also offend others.

Teasing or Jokes: demeaning stories, jokes and comments. While humour may be intended, hurt feelings may be the result. Even if no members of the target group are present, negative stereotypes are perpetuated.

Slurs or Insults: statements that are meant to demean or degrade.

Graffiti: degrading or insulting words, messages, slogans, pictures, etc.

Composition and/or Distribution of Derogatory Material: material containing views which are biased and hateful.

Vandalism with Racial Overtones: destruction/damage of property.

Fighting or Physical Assault with Racial Overtones: engaging in or inciting physical contact that may inflict physical harm on a member of a specific group. Such action may be spontaneous or premeditated. Students who are victims of racist behaviour should report it to someone in authority for immediate action. A member of the school's administration should always be informed of such incidents. They will deal with the allegations quickly and appropriately.

Diploma and Certificates

Information taken from:

<http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>

The requirements for earning an Ontario Secondary School Diploma (OSSD) under OS/OSS are as follows:

- students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;
- students must meet the provincial secondary school literacy requirement; and
- students must complete 40 hours of community involvement activities.

These three requirements were introduced in the 1999–2000 school year, under Ontario Secondary Schools (OSS), and remain the same under Ontario Schools (OS).

Compulsory Credit Requirements

The Secondary School System: Ministry of Education Requirements

Students are subject to the Ontario Ministry requirements as outlined in Ontario Schools, Kindergarten to Grade 12, Policy and Programme Requirements 2011 (OS). Students will be required to complete 30 credits, each of 110 hours, to obtain an Ontario Secondary School Diploma (OSSD). The following 18 compulsory credits must be successfully completed in order to be awarded an OSSD. The remaining 12 credits are electives.

English	4 (1 credit per grade) -The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement - For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.
Mathematics	3 (at least 1 credit in Grade 11 or 12)
Science	2
Arts	1
Canadian Geography	1
Canadian History	1

French	1
Health and Physical Education	1
Civics	(0.5 credits)
Career Studies	(0.5 credits)
3 Additional credits, consisting of 1 credit from each of the following groups:	
One additional credit from: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education.	1
One additional credit from: French as a second language, the arts, business studies, health and physical education, cooperative education	1
One additional credit from: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education	1

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.

Optional Credit Requirements

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students earn these credits by successfully completing courses that have selected from the courses listed as available below (Descriptions of all courses offered).

The Provincial Secondary School Literacy Requirement

Ontario Secondary School literacy Test

The Ontario Schools (OS) policy and programme requirements indicate that all students meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). To meet this requirement, a student must successfully complete the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC). The OSSLT is based on the Ontario curriculum expectations for language and communication (particularly reading and writing) up to and including Grade 9. The test is set and marked by the Education Quality and Accountability Office (EQAO). If a student is not successful on their first

attempt, they will have the opportunity to work on areas of difficulty and retake the test when it is next offered.

Ontario Secondary School Literacy Course

This course is offered to students who are not successful on the OSSLT. The Ontario Secondary School Literacy Course (OSSLC) is a full-credit Grade 12 course that is offered as part of the English program in Ontario secondary schools. For more information please refer to this document:

(<http://www.edu.gov.on.ca/eng/curriculum/secondary/english12curr.pdf>)

Students who were receiving special education programs and/or services and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enrol directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered.

Mature students* have the option to enrol directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

*A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

Accommodations, Special Provisions, Deferrals and Exemptions

These modifications will be provided on a case by case basis and will be at the discretion of the Head of School.

Community Involvement Requirements and Procedures

All St. Jude's Academy students are required to complete a total of 40 hours of documented community service work before they graduate. The Ontario Ministry requirement must be met in order for students to be granted the Ontario Secondary School Diploma (OSSD). The mandatory community service programme supports the Academy's mission statement by preparing our students to become responsible members of society. The goal of the programme is to encourage the realization that as members of the community we have a responsibility to others and that our help is needed and valued.

Each student will receive a Community Service Passport that explains the rationale of the programme and makes suggestions about how to arrange service work. In their passport, the students will describe their volunteer work and keep a running total of the hours they have completed, along with all necessary documentation attesting to their involvement.

The students will be encouraged to complete their service as soon as possible and submit the necessary documents to the guidance counselor, to be recorded in our database.

Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter Grade 9.

Any questions about St. Jude's Academy's Community Service Programme should be directed to Ms. Vickie Chang.

Substitution Policy for Compulsory Credit Requirements

In order to allow flexibility in designing a student's programme and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses from the guidance and career education curriculum, as well as the Ontario Secondary School Literacy Course (OSSLC). To meet individual students' needs, the Head of School may grant a student permission to replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than 30 for students aiming to earn the Ontario Secondary School Diploma. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

The decisions to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent requests a substitution, the Head of School will determine whether or not a substitution should be made. The decision will be made in consultation with the parent and appropriate school staff.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits)
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet

Each substitution will be noted on the student's Ontario Student Transcript and a note recognizing the substitution is signed by the Head of School and placed in the student's OSR.

The Requirements for the Ontario Secondary School Certificate

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

Compulsory Credits

English	2
Mathematics	1
Science	1
Canadian Geography or History	1
Health and Physical Education	1
Arts, Computer Studies, or Technological Education	1

Optional Credits

Seven credits selected by the student from the available courses in the school calendar.

Substitution Policy for the Compulsory Credit Requirements

The provisions for making substitutions for compulsory credits described in the section titled “Substitution Policy for Compulsory Credit Requirements” also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated, but will not be issued a new Certificate of Accomplishment.

Curriculum

All courses offered in the school and related information:

Definition of a Credit

A credit is earned when a student successfully completes (a final percentage mark of 50 percent or higher) a course for which a minimum of 110 hours of instruction has been scheduled.

A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course in accordance with the curriculum outline.

Definitions of the Types of Courses Available:

Information taken from:

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/oss/oss.pdf>

<http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>

Types of Secondary School Courses In Ontario

The new curriculum for secondary school is organized into several types of courses. The new system of courses is intended to enable students to choose courses that are suited to their strengths, interests, and goals. In Grades 9 and 10, three types of courses are offered: academic, applied, and open. Courses in Grades 11 and 12 are designed to prepare students for a postsecondary destination – that is, for university, college, apprenticeship training, or the workplace. The five types of courses offered in Grade 11 and 12 are: College preparation, University preparation, University/college preparation, Workplace preparation, and Open.

Grade 8 Reach Ahead Policy

St. Jude's Academy's Reach Ahead program allows exceptional grade 8 students to participate in Credit Programs so they can "reach ahead" and complete a Secondary School credit prior to starting Secondary School. Students who have demonstrated a high level of academic achievement, responsibility, and independence will be offered the opportunity to take Reach Ahead courses. Students must be recommended for Reach Ahead courses by their teacher. All recommendations are subject to approval by the Head of School. Once approved by the teacher/ Head of School, an approval letter will be sent home to the parents and must be signed by the parent before the start of the course.

Types of Courses in Grades 9 and 10

The three types of courses in Grades 9 and 10 are defined as follows:

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

Applied courses 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.

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.

Students in Grades 9 and 10 will make the choice between academic and applied courses primarily on the basis of their strengths, interests, and needs. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take.

Students who are successful in any academic or applied course in Grade 9 will be able to proceed to either the academic or the applied course in the same subject in Grade 10. When a student plans to switch from one course type in Grade 9 to the other in Grade 10, the Head of School and learning support coordinator must inform the student and his or her parents that the student will be strongly encouraged to successfully complete additional course work, as defined by the ministry, of up to 30 hours, in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not the other. This additional course work will be referred to as crossover material.

Grade 10 academic and applied courses will prepare students for particular Grade 11 courses, for which prerequisites are specified in the curriculum policy documents for Grades 11 and 12.

Types of Courses in Grades 11 and 12

In Grades 11 and 12, students will choose from among five destination-related course types: university preparation, university/college preparation, college preparation, and workplace preparation and open. Students will make their choices on the basis of their interests, achievement, and career goals.

The following is a brief description of the types of courses that are available in the various disciplines of the Ontario curriculum in 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 are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

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 workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Prerequisites are specified for many of the courses offered in Grades 11 and 12. They are identified in the curriculum policy documents.

Course Prerequisites

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Prerequisites are identified in the curriculum policy documents. The Head of School may also initiate consideration of whether a prerequisite should be waived. The Head of School will make his or her decision in consultation with the parent, the student and appropriate school staff.

Explanation of the Course Coding System

How to Read a Course Code

All of the courses have been assigned codes in accordance with the Ministry of Education subject guidelines:

How to Decipher a Course Code (Example: ENG2D-A)			
Subject	Grade	Course Type	Indicator
ENG	2	D	A
The first three characters of the course code (ENG in this example) refers to the name of the course. ENG2D-A is English.	The fourth character (2 in this example) refers to the grade of the course. ENG2D-A is a Grade 10 course.	The fifth character (D in this example) refers to the type of course. ENG2D-A is an academic course.	The sixth character (A in this example) is for internal use by administration.
A = The Arts B = Business Studies C = Canadian and World Studies E = English, English Literacy Development F = French G = Guidance and Career Education H = Social Sciences and the Humanities I = Interdisciplinary Studies K = Non-credit courses L = Classical and International Languages M = Mathematics N = Native Studies P = Health and Physical Education S = Science T = Technological Education	1 = Grade 9 2 = Grade 10 3 = Grade 11 4 = Grade 12 Languages B = Level 1 C = Level 2 D = Level 3	Grades 9 and 10 D = Academic L = Workplace O = Open P = Applied Grades 11 and 12 C = College E = Workplace M = University/College O = Open U = University	

Consider FSF1D – the first three letters indicate the subject, the fourth character indicates the level of the course, and the final letter denotes the type of course. FSF1D is the code for: French – Level 1 – Academic.

Description of Courses Offered By St. Jude's Academy

The courses offered at St. Jude's Academy have been developed according to the requirements of the Ontario Ministry of Education. Course outlines are maintained in the Guidance Office and are available to parents.

The Arts

Integrated Arts, Grade 10, Open (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

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

Exploring and Creating in the Arts, Grade 12, Open (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 analyse 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

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

Business Studies

Financial Accounting Fundamentals, Grade 11, University/College (BAF3M)

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

Prerequisite: None

Business Leadership: Management Fundamentals, Grade 12, University/College Preparation (BOH4M)

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Prerequisite: None

NOTE: This course will also be completed throughout Grades 11 *and* 12, equaling one full credit.

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

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

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 such as healthy schools, community planning, environmental responsibility, 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. Prerequisite: None

The Individual and the Economy, Grade 11, University/College Preparation (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 contribute to 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

American History, Grade 11 University Preparation (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

Canadian and International Law, Grade 12 University Preparation (CLN4U)

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

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

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

Classical and International Languages

N/A

Computer Studies

N/A

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 analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

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 analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: English, Grade 9, Academic or Applied

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 analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety 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: English, Grade 10, 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 analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: English, Grade 11, University Preparation

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. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the Head of School.)

English As a Second Language and English Literacy Development

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.

English as a Second Language, 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*

*"Equivalent" may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

English as a Second Language, 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*

*"Equivalent" may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

English as a Second Language, 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*

*"Equivalent" may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

English as a Second Language, 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*

*"Equivalent" may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

French As a Second Language

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: Core French, Grade 10, 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: Core French, Grade 11, University Preparation

Guidance and Career Education

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLE1O)

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Prerequisite: For GLE1O and GLE2O – Recommendation of Head of School

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

NOTE: This course will also be completed throughout Grades 9 *and* 10, equaling one full credit.

Health and Physical Education

Healthy Active Living Education, Grade 10, Open (PPL2O)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, 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

Healthy Active Living Education, Grade 11, Open (PPL3O)

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

Prerequisite: None

Interdisciplinary Studies

N/A

Mathematics

Principles of Mathematics, Grade 9, Academic (MPM1D)

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

Prerequisite: None

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, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Grade 9 Mathematics, Academic

Functions and Applications, Grade 11, University/College Preparation (MCF3M)

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

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 Technology, Grade 12, College Preparation

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.

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

Native Languages

N/A

Native Studies

N/A

Science

Science, Grade 9, Academic (SNC1D)

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

Prerequisite: None

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: Science, Grade 9, 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: Science, Grade 10, 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, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Biology, Grade 11, University Preparation

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 analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

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 analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics, Grade 11, University Preparation

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: Science, Grade 10, Academic

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: Chemistry, Grade 11, University Preparation

Social Sciences and Humanities

N/A

Technological Education

Exploring Technologies, Grade 9, Open (TIJ1O)

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields. Prerequisite: None

Prerequisite: None

NOTE: This course will be completed throughout Grades 9 *and* 10, equaling one full credit.

Optional and Compulsory Credits

St. Jude's Academy does not offer and optional credits in grade 9 and 10. Students in grade 11 and 12 will complete course selection upon registration using myblueprint.com with guidance from our guidance department.

Access to Outlines of Courses of Study

All course outlines can be found online at www.stjudesacademy.com

All course outlines will be available in the guidance office.

Access to Ontario Curriculum Policy Documents

All of the Ontario Curriculum Policy Documents are available on the Ministry of Education's website.

- For Secondary School course documents
<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>
- For documents pertaining to the Ontario Student Record
<http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>
- For documents pertaining to the Ontario Student Transcript
<http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost.html>
- For information regarding Policy and Program Requirements
<http://www.edu.gov.on.ca/eng/document/policy/os/>
- *Ontario Schools Kindergarten to Grade 12, Policy and Program Requirements 2011 (OS)*
<http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>
- *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements 1999 (OS)*
<http://www.edu.gov.on.ca/eng/document/curricul/secondary/oss/oss.pdf>
- *The Ontario Curriculum Grade 9 to 12, Course Descriptions and Prerequisites 2011 (OS)*
<http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf>
- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools
<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

Description of Experiential Learning/ Cooperative Education/ Job Shadowing

We do not currently offer these programs at SJA.

Withdrawals From Courses In Grade 11 and 12

If a student withdraws from a Grade 11 or 12 course at St. Jude's Academy, the grade is recorded on the OST only if the student withdraws after five instructional days following the issue of the second report card. The withdrawal is denoted by the letter "W" in the "Note" column on the OST. The notation "P" in the Note column of the OST is used to indicate a credit earned at an inspected private school, other than St. Jude's Academy, by a student registered at St. Jude's Academy.

Procedures Related to Changing Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the Head of School and appropriate school staff. In Grades 10 to 12, a student may change to a different type of course (if offered – see previous list of courses offered) in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses. If the Head of School believes that a student can be successful in a particular course without having taken the specified prerequisite course, the Head of School may waive the prerequisite, using the "waive prerequisite document".

Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in St. Jude's Academy may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards their secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the Head of School, who grants credits.

The PLAR process developed by St. Jude's Academy in compliance with ministry policy involves two components: challenge and equivalency. The "challenge process" refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment

instruments for this process include formal tests (70 percent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 percent of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work and observation of student performance. Determining equivalency involves the assessment of credentials from other jurisdictions. From time to time St. Jude's Academy accepts students who have been attending school in other countries. Our Admissions and Academics Departments work closely when this happens, to ensure that students are placed in appropriate courses. The student's age, facility with languages and indications from prior report cards are all taken into consideration. In each case, the student's best interests are of paramount importance when determining course equivalency.

Young people benefit in many ways from the learning experiences offered in secondary school, hence PLAR has a specific, limited function in the Ontario secondary school programme. A maximum of four credits may be granted through the challenge process for Grade 10, 11 and 12 courses, with no more than two credits in one subject area. Equivalency credits are granted to these students for placement only. Students who are eligible for equivalency credits are those who transfer to St. Jude's Academy from non-inspected private schools or schools outside Ontario.

Assessment and Evaluation Policy

The primary purpose of Assessment and Evaluation is to improve student learning.

Assessment AS and FOR Learning

Formative assessment refers to the on-going collection of information that occurs throughout the year that enables teachers to monitor and guide student's progress and improvement towards the achievement of expectations. This information may be reflected in the student's final mark.

Assessment AS and FOR Types

- Includes homework, quizzes, assignments, demonstrations, oral responses, journals, checklists and observations.
- Provides ongoing feedback to students throughout a unit of instruction.
- Guides their efforts to improve performance.

1. If a student legitimately misses a formative assessment activity that the teacher chooses to evaluate, the teacher may request that the student make up the activity.
2. If a student misses a formative assessment activity due to an unexcused absence, a mark of incomplete will be assigned.

Assessment OF Learning

Summative assessment is used at the end of a unit, course, or term to measure the extent OF student learning. It is a process by which a teacher measures a student's achievement.

Text/Examination Policy

Test/Examination Policy

1. Teachers will give sufficient notice (minimum of three days) for tests.
2. If a student is involved in a school-related activity on a test day, the student must give the teacher two days' notice prior to the test day so that alternate arrangements can be made. **If a student fails to make such arrangements, the student will need to complete community service hours before being eligible to hand in the assignment.**
3. Parent(s) will contact the school if a student is legitimately absent on a formal assessment day. On the day of the student's return the student/parent shall make arrangements with the teacher to make-up the missed work. **If the student/parent fails to make such arrangements, the student will receive a mark of zero.**
4. Exams are compulsory. Failure to write an exam or cheating will result in a mark of zero and parents will be notified. Parents who request a change in the exam schedule for their son/daughter must submit, via the student, a letter addressed to the Head of School. Only serious family issues or medical exemptions will be considered. The decision by the Head of School is final and binding.

Deadline Policy

1. It is the student's responsibility to ensure that the teacher is notified by a parent/guardian if she/he is going to miss a formal assessment prior to the assessment. It is the student's responsibility to make alternate arrangements.
2. The ability to meet deadlines, especially for major assignments and projects, is a life skill that is essential to success. Teachers will inform students of the timelines for major assignments and will give them ample time to complete and submit these.
3. For **major assignments**, students will have 3 school days after the initial deadline to submit the assignment with a penalty of community service hours. The Vice Principal will determine the number of hours that the students will complete. Hours will be completed at lunch, before, or after school. These hours do not count towards students' volunteer hours. **Failure to hand in the assignment after this date will result in an incomplete assignment.** The teacher may request a doctor's note if the assignment has been handed in 3 days after the due date.
4. For major assignments, if a student is absent on the due date, it is the responsibility of the student to submit their assignment by e-mail to their teacher before class begins. When the teacher receives the assignment, they will respond to the student to indicate that the assignment has been received. It is the responsibility of the student to ensure that the assignment reaches the teacher. If the student fails to submit the assignment on time, the student will complete community service hours directed by the Vice Principal.

Reporting Procedures- Ontario Student Transcript and Report Cards

Ontario Student Transcript and Full Disclosure

In recognition of the need for a consistent format for transcripts of secondary student achievement throughout the province, the Ministry of Education has developed the Ontario Student Transcript to be used by all schools in Ontario. It has been designed to provide uniform information to students, parents, post-secondary institutions and employers. The Ontario Student Transcript (OST) was developed in 1983 to provide an official and consistent record of the Ontario secondary school credit courses successfully completed by a student.

Both successful and unsuccessful attempts at completing Grade 11 and 12 courses must be recorded on the OST. The entry is the final percentage grade that the student received in the course. This will include courses successfully completed, courses repeated, courses failed, and courses from which the student has withdrawn. For students who have withdrawn from a course after five instructional days following the issue of the January (i.e. second major) report card in a non-semestered school (St. Jude's Academy), the entry will be the student's percentage grade at the time of withdrawal. Students who repeat a Grade 11 or 12 course that they have previously completed successfully will earn only one credit for the course. However, each attempt and the percentage grade obtained is recorded on the OST, and an "R" is entered in the "Credit" column for the course(s) with the lower percentage grade.

For Grade 9 and 10 courses, entries are provided only for courses that the student has successfully completed. If a Grade 9 or 10 course is repeated, only the attempt on which the student earned the higher percentage grade will be recorded on the OST.

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 OS or through the equivalency process under OCIS;
- 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 successfully completed the provincial secondary school literacy requirement.

If a student withdraws from a Grade 11 or 12 course at St. Jude's Academy, the grade is recorded on the OST only if the student withdraws after five instructional days following the issue of the second (January) report card. The withdrawal is denoted by the letter "W" in the "Note" column on the OST. The notation "P" in the Note column of the OST is used to indicate a credit earned at an inspected private school, other than St. Jude's Academy, by a student registered at St. Jude's Academy.

Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the Head of School of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record." The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the Head of School and teachers of the school for the improvement of instruction" of the student.

Each student in Ontario has an OSR. The file is created when the student first enrolls in school. When a student transfers from one school to another, his OSR is transferred with him. This transfer must be done by a service that maintains confidentiality and guarantees prompt delivery.

Each OSR consists of the following components:

- An OSR folder
- Report cards
- An Ontario Student Transcript (where applicable)
- A documentation file (where applicable)
 - An office index card
 - Additional information identified as being conducive to the improvement of the instruction of the student

OSR maintenance is done regularly as report cards are added, yearly photographs are taken, and relevant educational documentation accumulates. Strict guidelines are followed regarding everything from the quality of paper to the security of the storage facility.

Every student has the right to access his/her OSR, as do the parents until the student becomes an adult (age 18). Non-custodial parents have the right to make inquiries and to be given information concerning the child's health, education, and welfare.

The contents of the OSR are reviewed periodically to ensure that they remain conducive to the improvement of the instruction of the student. When a student graduates from high school, that student's OSR is stored securely for a period of 55 years.

Supports and Resources

The types of school supports and resources that are available:

Guidance and Education and Career Planning

As part of an organized effort on the part of the total school community, Guidance Counselors work as a team with teachers, administration, and other school personnel in order to assist students to achieve success, recognize their abilities and limitations, develop self-esteem, and evaluate possible alternatives in their actions. Students are encouraged to set realistic goals and reach their optimum potential. *Creating Pathways to Success An Education and Career/Life Planning Program for Ontario Schools, Policy and Program Requirements, Kindergarten to Grade 12, 2013*, describes the three areas of learning that constitute the Ontario guidance and career education program, as follows:

- student development – the development of habits and skills necessary for learning
- interpersonal development – the development of the knowledge and skills needed in getting along with others
- career development – the development of the knowledge and skills needed to set short-term and long-term goals in planning for the future.

In order to achieve these goals, Guidance Counselors work together with teachers, resource teachers and student support workers to provide and coordinate the following services:

1. Educational Planning for secondary and post-secondary training
2. Career Counseling
3. Personal Counseling
4. Special Education Resource referrals
5. Peer Helping Program
6. Liaison with outside agencies to provide needed services where necessary

Individual Learning Pathways Plan and Orientation and Exit Programs

Individual Pathways Plan

Students record their goals and learning in a web-based Individual Pathways Plan (IPP). The IPP becomes the main planning tool for students as they move towards the next step after school. It also gives students a valuable archive of their learning and planning resources. This consists of a combination of courses, supports and experiences that make up students' educational programs as they move from Grade Nine to graduation. These supports consist of parental involvement, guidance counselors, student success teacher, credit recovery, ongoing review of the IEP, experiential learning, eLearning, literacy course, and compulsory credit substitutions. Program pathways are clearly aligned with the strengths and learning styles of each individual student. "Pathways thinking" signals a new way to engage in the course selection process. A program pathway is designed to lead a student to a particular destination. This does not mean, however, that the student will always end up at that destination. Plans can change, and students are encouraged to make new choices as they revise goals and develop new interests and abilities. The ideal program pathway has built-in flexibility so that new choices can be made without disrupting students' progress. This takes careful and early planning. Grade Seven is an

ideal time to start. The students' program pathways should reflect the goals that motivate students to complete their secondary education. A program pathway facilitates a smooth transition to the next stage of their lives, be that apprenticeship, college, community living, university or the workplace.

Exit Programs

The goal of an exit program is to help students make a successful transition to the next stage of their lives. All students leaving school are encouraged to participate in an exit program.

The exit programs for graduates should include the following:

- A review of each student's plans for postsecondary education, training, apprenticeship, independent living, or work
- Information on university and college programs, application and admission procedures etc.
- Information on apprenticeship programs
- Information on procedures for applying for employment
- Financial planning information

As part of their exit program students are encouraged to complete and review an electronic copy of their annual education plan on www.myblueprint.ca in order to review future plans and goals. St. Jude's Academy offers exit plans for students entering university and college. The exit program is completed with the guidance department.

Strategies and Resources for Students and Parents to Support Education Planning and the Course Selection Process

Strategies and Resources for Students and Parents to Support Education Planning

Completion of the Individual Pathway Plan (IPP) is guided by our guidance department and by using www.myBlueprint.ca software. The IPP becomes the primary planning tool for students as they move through the grades towards their initial postsecondary destination. Ongoing development of the IPP also provides students with a valuable archive of their learning and a record of the resources that can assist them in planning.

Course Selection Process

- Step 1: Log into myBlueprint
- Step 2: Enter OEN and DOB (First visit)
- Step 3: Access Highschool Planner
- Step 4: Add courses to official plan
- Step 5: Review and submit course
- Step 6: Print and return sign-off sheet

Intervention Strategies, Supports and Programs

Study Hall

At St. Jude's Academy, we require all students attend study hall on a daily basis unless they have an A average (80% average). Even then, study hall will be open to all to ensure that students understand the material – and that there is a teacher explaining the subject matter. This is all part of the tuition cost – no need for tutors anymore.

Study hall will run throughout the year. These days are used to allow students to bring their questions and concerns to the teachers in a tutor style session.

Additional Support

Support Level 1

Students receiving this level of support are able to participate and learn in a St. Jude's Academy classroom, but are one grade level below in two or more of the following areas: reading, writing, and math. This support may be necessary for the student to reach grade level benchmarks in reading, writing, or math. Students receiving this support level will receive 20-30 minutes of one-on-one instruction daily in the subject that needs support.

Support Level 2

Students receiving this level of support are able to participate in a St. Jude's Academy classroom, but are two grade levels below in one or more of the following areas: reading, writing, and math. This support may be necessary for the student to close the gap in reading, writing, or math. Students receiving this support level will receive 45- 60 minutes of one-on-one instruction daily in the subjects that needs support.

Support for English Language Learners

The Ministry of Education defines English language learners as “students whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario's schools, and who may require focused educational supports to assist them in attaining proficiency in English. These students may be Canadian born or recently arrived from other countries.”

St. Jude's Academy recognizes that ELLs have varying areas of strength and challenge. Accordingly, we support our students through various strategies, which include:

- diagnostic language proficiency testing to ensure proper course placement;
- orientation to the school and local community;

- ESL educators;
- English-as-a-Second Language courses and individual tutoring;
- teacher mentoring to support teaching and learning strategies that support linguistic competence and personal confidence either in the ESL courses or integrated into all
- non-ESL courses; and activities and events that promote participation and cultural understanding in authentic situations.

Computer Labs and Resource Centre/Library

Computers

It is mandatory that all students have a laptop for the school year.

Resource Centre/Library

The Resource Library provides opportunity for student development and can be used during study periods for quiet work completion. In addition, students have access to the online database, JSTOR.

Community Resources

- University of Toronto at Mississauga
- St. Marcellinus Library
- Streetsville Library
- Kids Help Phone
- Peel Children's Centre
- Nexus Youth Services
- Crisis Response Services
- Square One Youth Centre
- Peel Health Line
- Rapport Youth and Family Services

Appendix

Attendance Policy

St. Jude's Academy believes that regular attendance and punctuality are positive behaviours that should be fostered in our school system. Regular attendance is necessary for a student to gain the full benefits of educational instruction. The Ontario Ministry of Education has established a minimum of 110 hours of instruction for Grade 9 to Grade 12 students to qualify for each credit toward high school graduation.

Under the Ontario Public Schools Act, a child must attend school regularly until the age of 18 or obtained an Ontario Secondary School Diploma. A student who is of compulsory school age is required to attend regularly once he/she enrolls. In addition, school attendance for all students is conditional upon their behaviour.

Responsibility for attendance

Responsibility for attendance rests jointly with the student and his/her parents/guardians.

Absences

(a) Student absences are categorized as:

Excused and Explained

(b) Absences are considered excused if the activity is initiated by the school. Excused absences may include, but are not limited to, field trips, sports trips, special group trips, conferences, suspensions, etc.

(c) Absences are considered explained if they are for unavoidable cause and are supported by a written note or telephone call from a parent or guardian. An unexplained absence is an act of truancy.

Attendance protocol

(a) Each high school will publicize the attendance policy and their procedures in their handbook, which will be issued to students at the beginning of the school year or at the time of registration.

(b) Attendance will be taken and recorded by teachers on a period-by-period basis each day.

(c) Where the parent/guardian has determined that the student must be absent from school, the parent/guardian must inform the school prior to the scheduled time for that class or no later than one day immediately after the student's return to school. Students who are 18 years of age or older may phone in their own absence reasons, in lieu of their parents/guardians.

(d) In the case of long-term illness, the student's absences must be supported by a medical certificate.

Excused absences

(a) After the fifth absence in a subject, the student and parents/guardians will be notified by the school.

(b) Upon the tenth absence in a course, a student may be withdrawn from the course or placed on an attendance contract. Should a student be withdrawn from a course, the parents/guardian will be notified by the administration. Students under 16 will be required to remain in the course but will be placed on academic probation.

(c) Upon the twentieth absence, a student may be withdrawn from the course. Appropriate educational programming will be provided for those students under 16.

(d) Where exceptional circumstances warrant, such as a documented chronic illness, the school administration may grant an extension to students who have accumulated more than the number of explained absences allowed under this policy.

(e) Where a student misses a test or examination due to an explained/excused absence, alternate arrangements will be made by the student/teacher/Head of School. Where a final examination is missed due to illness, a medical certificate is required.

(f) Where a student is suspended from school, each day of the suspension will be recorded/counted as an excused absence for attendance purposes. While the suspension is in effect, the student will not be allowed participation in extra-curricular/school-sponsored activities. Tests or exams may be administered during this time at an alternate time and location as determined by school personnel.

Lates

A late is defined as arriving at the classroom after the scheduled beginning of instruction. Students are expected to be punctual for all of their classes. A student who arrives at class late not only loses valuable instruction time, but also disrupts the learning of others. Students who arrive 40 minutes or more after class begins will not be admitted to class and will be marked absent for the class unless they present a note from the office or parent/guardian. Students who present a note from the office or parent/guardian will be marked as an explained absence for that class.

(a) After five lates in a subject, the student and parents/guardians will be notified by the school.

(b) Upon the tenth late, the student and parents/guardians will be notified by the teacher by phone.

(c) Upon the twentieth late appropriate action will be taken by the school. This may include but is not limited to detention, suspension or academic probation.

Definitions

(a) Probation Status: Students with chronic attendance problems may be placed on credit withheld status or on an attendance contract developed by the school. Students who are chronically late may be placed on credit withheld status.

(b) Truancy: Students whose absences have no recorded explanation will be considered truant. Students with chronic truanancies may be withdrawn from the course or placed on credit withheld status.

Documentation of Absences and Lates

All Upper Year Students will abide to the following attendance policies:

1. At St. Jude's Academy (SJA), we will follow this practice for ABSENCES:
 - a) at two absences in class, the subject teacher will contact the parent/ guardian/student (if 18 years).
 - b) at five absences in class, an email or letter will be forwarded to the parents/guardians and student.
 - c) at ten absences, the subject teacher will contact the parent/guardian/student (if 18 years) to facilitate contract.
 - d) at 15 absences, the administration will meet with the student. A student may be withdrawn from the course, or placed on a reduced timetable of courses. The administration will contact the parents/guardians.

Please note the following:

- students under 16 years will be required to remain in the course and will be provided with appropriate educational programming.
- where exceptional circumstances warrant (documented chronic illness), the school administration may grant an extension to students who have accumulated more than the accepted number of explained absences. (12 absences/subject)

2. At St. Jude's Academy we will follow this practice for LATE ARRIVALS TO CLASS:

- a) students who arrive at the classroom after scheduled beginning of instruction will be recorded as late.
 - students who arrive more than 15 minutes after the scheduled beginning of instruction will be required to see administration prior to being permitted to go to class.
 - students who arrive 40 minutes or more after the scheduled beginning of instruction will not be admitted to class and will be marked absent.

Exception: When students present a note from a parent/guardian they may report directly

to that class. If these students arrive 40 minutes after the scheduled beginning of instruction, they will not be permitted into class but will be marked as an EXPLAINED ABSENCE.

- b) at five lates in a subject, a phone call will be made to the parent/guardian/student (if 18 years).
- c) at ten lates, the subject teacher will contact the parents/guardians by email or letter.
- d) at 15 lates, the student will receive a detention in the office equivalent to the length of one class.