

School Course Calendar

A. School

1.1 and 1.3 School Goal and Philosophy

The vision of NPU Canada is to empower all learners, through the use of technology to experience scholastic success. We strive to promote students to achieve their highest academic potential at a pace and timing that best supports their personal learning style. Research has demonstrated the tremendous importance and value of completing secondary education, not only for the individual but also for the community and other stakeholders. NPU CANADA is committed to working with students, and parents to enable all learners to accomplish their goals towards completing an Ontario Secondary School Diploma (OSSD).

1.2 Our Commitment

Each teenager has his or her own unique interests, goals and strengths. Yet, every student should have the same opportunity to succeed and graduate from high school. Bill 52, The Education Amendment Act, Learning to Age 18, 2006, mandates that teenagers must remain in school until the age of 18 however, every student learns in his or her own way. This is where NPU Canada can play a significant role in the lives of many. NPU CANADA values the importance of successfully completing a secondary education and offers students an alternative means of achieving that.

1.4 School Organization

NPU Canada operates on a continuous entry and exit model where there is no defined start date or end date. It is therefore the students' responsibility to communicate their anticipated endpoint to the teacher and then adhere to that timeline (within reason). NPU CANADA is proud to announce that we support student learning 12 months of the year. As such we do not have pre-defined reporting dates. Upon completion of half the course, students will be provided with a Provincial midterm report card, and upon completion of the course the student (day school and/or post-secondary institutions and/or application centers if applicable) will receive a copy of the final report card.

1.5-1 Rights and Responsibilities of Students, Parents & Staff

Students have the right to:

know the summative assessment methods that will be used to assess their achievement to determine their grade in the course i.e. a rubric or marking scheme timely feedback on the

quality of their work their performance information about the Ministry assessment & evaluation policy information regarding the consequences for academic dishonesty

Students are responsible for:

providing evidence of their achievement academic honesty work to the best of their ability work to teachers on time classes and being active participants in the learning and assessment process with teachers when there is difficulty in meeting timelines that missed work is completed within pre-established timelines communicating with parents' assessment & evaluation methods, and pertinent due dates and timelines for work submission.

Teachers have the right to:

expect students to be active participants in their learning student assignments on time final deadlines for the submission of work professional judgment when assessing and evaluating student achievement expect students to be academically honest

Teachers are responsible for:

providing multiple and varied opportunities for students to demonstrate their learning providing instruction and support to enable students to learn and practice good time management skills monitoring and maintaining a record of late assignments to be used in assessing learning skills and providing feedback to students and parents and returning student work in a timely manner so that students can improve their work to students the course expectations, the use of the achievement chart, category weightings the method of determining a grade in the course and the Ministry assessment/evaluation policy clear timelines which may include "windows" for work submission and/or collaborating with their students regarding timeline sand clearly communicating assignment due dates to students the meaning of academic honesty and methods for citing references. informing students and parents regarding how students can receive support for their learning during the course parents/guardians informed regarding the progress of their child and how they can support their child's success facilitating a mutually agreed upon method of communicating with parents

Parents/guardians have the right to:

be informed regarding course requirements, assessment & evaluation methods, due dates and timelines for work submission information about their child's performance access to their child's course to get a first- hand look at how they are learning information about the Ministry assessment & evaluation policy a phone interview with their child's teacher and/or the administration at a mutually agreed upon time. a face to face interview (parents night) with their child's teacher

Parents/guardians are responsible for:

communicating regularly with the school and understanding how they can contribute to their child's success initiating contact with teachers if and when difficulties arise actively monitoring their child's progress and working collaboratively with the school, teacher and child to plan for their child's improvement

Cheating and Plagiarism

"Learning is enhanced when students think independently and honestly". It is expected that students will demonstrate respect for the intellectual property rights of others and adhere to a code of honor in all course activities. Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

Plagiarism is defined by NPU CANADA as

The use of ideas or thoughts of a person other than the writer, without proper acknowledgement;

The use of direct quotations, or of material paraphrased and/or summarized by the writer;

The submission of an assignment that has been written in part or in whole by someone else as one's own; and

The submission of material that has been obtained from a computerized source, with or without minor modifications, as one's own.

Cheating is defined by NPU CANADA as

The buying and/or selling of assignments, or exam/test questions;

Submission of the same piece of work in more than one course without the permission of the teacher;

The preparation of an assignment by someone else other than the stated writer;

Allowing one's assignment to be copied by someone else;

Providing another student your assignment;

The unauthorized giving or receiving of information or assistance during an examination or a test.

Academic dishonesty destroys the integrity of the program by diminishing the learning experience for the entire NPU Canada community. Therefore, maintaining academic integrity is imperative. Whether intentional or through the ignorance of the policy, acts of academic dishonesty are unacceptable and will not be tolerated. These acts and the parties involved will receive a mark of zero for the assignment. In addition, all students involved will be subject to additional consequences which will be addressed on a case-by-case basis. These consequences will reflect a continuum of behavioral and academic responses and consequences, based on at least the following four factors:

1. The grade level of the student,
2. The maturity of the student,
3. The number and frequency of incidents, and
4. The individual circumstances of the student.

Appropriate Computer Use Policy

Learning Management System (LMS) at the NPU Canada is designed for educational purposes only. All use of any LMS tool within course for any purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.

The administration has the right to review all student work in order to determine the appropriateness of computer use. If the LMS is deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected for inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for student use.

1.5-2 Student Achievement

The Assessment and Evaluation Policy for NPU Canada is consistent with Ministry policy and reflects the vision that NPU Canada has which is that the primary purpose of assessment is to improve student learning. Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Ongoing per-assessments and formative assessments will be used to provide meaningful feedback about student progress and achievement in order to improve performance. Summative assessments will be used to arrive at the grade.

Course evaluation will be divided into two parts:

70% is based on cumulative evidence of summative evaluations undertaken throughout the semester; -30% is based on final evaluations which will take place in the final third of the course. Final evaluations may or may not include an exam depending on individual course curriculum policy documents. At the beginning of the course, students will receive course outlines that will include detailed assessment and evaluation information, and that also outline the percentage breakdown for both the 70% and the 30%. All courses will be evaluated according to the following breakdown:

Term work: 70% [based on Knowledge and Understanding, thinking and Investigation, Communication and Application]

Final Summatives 30% [based on Knowledge and Understanding, thinking and Investigation, Communication and Application]

Although each course will have the same breakdown, individual courses may have subject specific summative tasks that will be used to determine the student’s grade. Please refer to the course outline as it is presented in your courses for more details.

Second Chance Protocol

Based on the premise that the primary purpose of assessment and evaluation is to improve student learning, students will be given additional opportunities to demonstrate their learning if they are not successful on their first attempt. It will be at the teacher’s discretion and professional opinion on when to exercise this option.

Repetition of a Course

- Only one credit is earned if course is repeated
- In Grade 11 and 12, an “R” appears on the student’s OST for the course with the lower mark

Requesting Course Changing

Course transfer policy: A student who registers and is enrolled into a course for less than a week and does not complete an assessment in the course, may request to be transferred to another course. Students will only be granted one course transfer per enrollment. All course transfer requests must come within one week of the initial enrollment. The decision of the NPU CANADA Principal will be considered final in all cases involving student requests for course transfers.

Reporting Student Achievement

NPU Canada will use the Provincial Report Card, Grades 9-12, for formal written reports sent home two times over the duration the student is active in the course. The first report reflects student achievement of the overall curriculum expectations during the first reporting period, as well as development of the learning skills and work habits. The final report reflects achievement of the overall expectations for the entire course, as well as development of the learning skills and work habits.

Learning Skills

The following Learning Skills guideline will be used by online teachers when assessing students Learning Skills:

Learning Skills and Habits	Sample Behaviors
Responsibility	The Student <ul style="list-style-type: none">● Fulfill responsibilities and commitments within the learning environment;● Completes and submits class work, homework, and assignments according to the agreed-upon timelines;● Take responsibilities for and manages own behavior.
Organization	The Student <ul style="list-style-type: none">● Devises and follows a plan and process for completing work and tasks;● Establishes priorities and manages time to complete tasks and achieve goals;● Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The Student <ul style="list-style-type: none">● Independently monitors, assess, and revises plans to complete tasks and meet goals;● Uses class time appropriately to complete tasks;● Follows instructions with minimal supervision

Collaboration**The Student**

- Accepts various roles and an equitable share of work in a group;
- Responds positively to the ideas, opinions, values, and traditions of others;
- Builds healthy peer-to-peer relationship through personal and media-assisted interactions;
- Works with others to resolve conflicts and build consensus to achieve group goals;
- Share information, resources, and expertise and promotes critical thinking to solve problems and make decisions

Initiate**The Student**

- Looks for and acts on new ideas and opportunities for learning;
- Demonstrates the capacity for innovation and a willingness to take risks;
- Demonstrates curiosity and interest in learning;
- Approaches new tasks with a positive attitude;
- Recognizes and advocates appropriately for the rights of self and others.

Self-Regulation**The Student**

- Set own individual goals and monitors progress towards achieving them;
- Seek clarification or assistance when needed;
- Assesses and reflects critically on own strengths, need, and interests;
- Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;
- Perseveres and makes an effort when responding to challenges.

1.5-3 Attendance

Regular attendance is key to student success. Students who do not attend/log on regularly and/or who do not actively participate in their courses seriously jeopardize their opportunities to learn and reach their potential.

Teachers will monitor attendance patterns for their respective students and will work with them, and their parents/guardians to support students in any way they can. If student attendance issues cannot be resolved, the administration will be informed and possible consequences may include: student and parental/guardian contact, attendance contracts, or even removal from the program.

Attendance for record keeping purposes will be based on the number of completed lessons. For example, if a course has 20 different lessons to complete and the student has completed 16 of these, the attendance register would indicate that the student was in attendance 80% of the 110 hours per credit course. This value will be scaled accordingly for the mid-semester report card.

Students who do not complete their courses within 12 months will be removed from the course and will not be reinstated unless there are extenuating circumstances that can be verified by appropriate documentation

1.6 School's Code of Conduct

NPU Canada will attempt to provide and maintain a safe and supportive educational environment in which learning can occur. Protection of a person's dignity and self-esteem is crucial and not negotiable.

All members of the NPU Canada community, which includes students, staff and parents, will treat each other with respect in all interactions. Any actions determined to jeopardize the moral tone of the learning community including disrespectful, distasteful, abusive, harassing comments made to any of our community members will not be tolerated and will be dealt with swiftly by the NPU CANADA Principal. Consequences may include, counseling, parental involvement, suspension, expulsions and/ or the involvement of the authorities.

B. Diploma and Certificates

2.1 Compulsory Credit Requirements

Students interested in earning the OSSD (Ontario Secondary School Diploma) must successfully complete a total of 30 credits; of which 18 are prescribed and 12 credits are optional. In addition, students must also complete 40 hours of Community Involvement Activities and must meet the provincial literacy requirement.

Compulsory credits are:

- 4 credits in English (1 credit per grade) *
- 3 credits in mathematics (1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics

Plus one credit from each of the following groups:

- 1 additional credit (group 1): additional credit in English, or French as a second language, ** or a Native language, or a classical or an international language, or social sciences, or Native studies or the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***
- 1 additional credit (group 2): additional credit in health and physical education, or the arts, or business studies, or French as a second language, ** or cooperative education***
- 1 additional credit (group 3): additional credit in science (Grade 11 or 12), or technological education, or French as a second language, ** or computer studies, or cooperative education***

2.2 Optional Credits

In addition to the 18 compulsory credits described above, students must also complete an additional 12 Optional Credits.

2.3-1 OSSLT

If you entered Grade 9 in September 1999 or later and are working toward an Ontario Secondary School Diploma (OSSD), you must write the Ontario Secondary School Literacy Test (OSSLT). Students in the OES seeking an Ontario Secondary School Diploma will take the Secondary School Literacy Test in Grade 10. Students must pass the test in order to graduate, and their result is recorded on their Ontario School Transcript. The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation. The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring. Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9. Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO.

Accommodations Students who are receiving Special Education programs and services that have an Individual Education Plan (IEP) may receive the accommodations that are set out in the students' IEP.

Deferral of the test may occur for students who have been identified as exceptional and students registered in English as a Second Language (ESL)/English Literacy Development courses who have not yet acquired the level of proficiency in English required for successfully completing the test. The principal determines if a deferral should be granted and the time period for the deferral.

Students whose IEP indicates that they are not working towards the attainment of a Secondary School Graduation Diploma or Ontario Secondary School Diploma may, with parental consent and approval of the principal, be exempted from participating in the OSSLT.

NOTE: Students are requested to take OSSLT test once, however if they do not pass, they are allowed to take the test a second time. However, before taking it the second time, the Principal of NPU CANADA in cohesion with the School Administration will decide whether it is in the best interest of the student to take the OSSLT test a second time, or to go directly into the OLC40 (Literacy Course) directly.

2.3-2 OSSLC

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

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.

2.4 Community Involvement

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Students who are taking courses only through NPU Canada and are not enrolled in any other school or program will be required to submit their record of community involvement if they have not yet completed the required 40 hours. Please see the list below of approved activities:

Activities approved:

Eligible Activities are volunteer activities that may be counted towards 40 community involvement

hours that must be accumulated by students as a graduation requirement. Eligible activities are those activities that provide services to improve the community or well-being of its members and may be performed for not-for-profit organizations. If an activity does not fall within the categories approved by the Board, and is not on the list of ineligible activities students must obtain written approval from the principal before beginning the activity.

Eligible Activities include:

Elementary Schools

- assist with school events, assist School Councils, activities for children;

Secondary Schools

- organization and leadership of school activities that benefit the community;

Animal Care

- volunteering in a zoo, animal shelter, or on a farm; **Arts and Culture**

- volunteering in galleries, libraries, community productions;

Charitable Organizations

- assisting with special events, programs, clerical tasks;

Child/Youth Programs

- assisting with child/youth programs, volunteering in a **not-for-profit** child care centre or camp;

Community Organizations

- assisting with special events, food banks, community support services, shelters, clerical tasks;

Community Service for Individuals

- assisting community members in need;

Environmental Projects

- flower/tree planting, beautification projects, recycling projects, recycling depot;

Health Agencies

- volunteering in hospitals, hospices, Canadian Blood Services (volunteering to organize or assist with a blood donor clinic), donating blood (time required to donate);

Law Enforcement Agencies

- volunteering for activities sponsored by the police;

Political Organizations

- activities related to legitimate and recognized political organizations, municipal, provincial and federal political activities

Religious Organizations

- assisting with programs, special events;

Senior Citizens

- assisting in seniors' residences, providing services for seniors in the community;

Sports and Recreation

- coaching, organizing special events, assisting with projects/events; or

Service Focused Club Activities

- those activities that expand community service to others beyond the school day (holiday dinner participation, environmental action activities, etc.).

If an eligible activity also falls within the definition of ineligible activities, the activity will be deemed ineligible.

Activities NOT approved:

An ineligible activity is an activity that:

- involves any work for a for-profit organization;
- is a requirement of a class or course in which the student is enrolled;
- takes place during the time allotted for the instructional program on a school day with the exception of an activity that takes place during the student's lunch breaks or "spare" periods, which is permissible;
- takes place in a logging or mining environment, if the student is under 16 years of age;
- takes place in a factory, if the student is under 15 years of age;
- takes place in a workplace other than a factory, if the student is under 14 years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;

- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as “designated substances” under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home or personal
- involves a court-ordered program;

NPU CANADA is also required to provide students with a record keeping form they will need to track and log the community involvement hours, which once complete will be kept in the student’s OSR. Students are responsible for fulfilling this requirement on their own time. [Click here](#) for the form to record community service hours. Please contact the Principal of NPU Canada if you have any further questions regarding community involvement as a prerequisite for the OSSD. If a student is unsure whether their intended community activity will satisfy the requirements, students and parents are requested to forward the notification of planned community involvement activity to the Principal prior to commencing. [Click here](#) for the notification of planned community involvement form.

2.5 Prerequisites, Exemptions, Substitutions and Alternative Studies

Prerequisites for Grade 11 and 12 courses are specified in the curriculum policy documents for the various disciplines. These can be viewed on the Ministry of Education website: In most cases, students will only be registered into a course once they have submitted documentation supporting their completion of the prerequisite course. For example, the prerequisite for the Grade 11 university preparation course in Math is the Grade 10 academic course in Math. A student who has completed a course of one type in a particular subject and grade that does not meet a stated prerequisite for a course in the same subject in the next grade but has completed a transfer course is equally eligible to take the requested course providing once again that supporting documentation is forwarded to NPU CANADA. In unique situations, mature students that do not have the prerequisite can apply for an exemption. This must be requested in writing to the Principal of NPU Canada. The requesting student will have an opportunity to explain their circumstances. An example of such a case would be a student who has been out of any school system for more than one year. If you wish to apply for such consideration, please send an email to info@ontariovirtualschool.ca outlining the following information as well as forwarding your most recent transcript by email:

- **Name:**
- **Contact information: Address, phone and email address**
- **Date of Birth:**
- **Last school attended and Year attended:**
- **Reason for Request:**
- **Special Circumstances:**

NPU Canada will not make substitutions for compulsory or optional courses; students are expected to complete all compulsory and optional courses as outlined in the Ministry of Education's OSSD graduation requirements.

Please download and complete the form below to be considered for prerequisite exemptions.

[Prerequisite Exemption Form](#)

Please download and complete the form below to be considered for a substitution course.

[Substitution Form](#)

Students can earn credits outside of NPU CANADA including ILC, distance education, public or private schools. Students must inform us confirming their enrollment as well as having those institutions forward us directly a record of completion.

2.6 Reach Ahead

Under certain conditions, elementary students may “reach ahead” to take secondary school courses. The principal of a student’s elementary school and the principal of a secondary school may decide, with parental consent, that it is appropriate for the student to enroll in one or more secondary courses. In such a case, the principal assumes responsibility for evaluating the student’s achievement and for granting and recording credits. (Ontario Schools, S. 2.5.2.1)

Elementary students who are eligible to “reach ahead” must also include the following with their registration:

- Reach Ahead Enrollment Request – Form located below
 - Letter of recommendation from student’s current school principal
- Most recent school report card

<https://www.ontariovirtualschool.ca/about-us/elementary-students/>

C. Curriculum

3.1 The Ontario Secondary School Certificate

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

Compulsory credits (total of 7)

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

Optional credits (total of 7)

7 credits selected by the student from available courses. The provisions for making substitutions for compulsory credits (described in section 3.2: Substitutions for Compulsory Courses) also apply to the Ontario Secondary School Certificate. NPU Canada currently does not offer the Ontario Secondary School certificate.

3.2 The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

3.3 Credit definition

A credit is granted in recognition of the successful completion of a course which has been developed from an Ontario Ministry of Education guideline, and for which a minimum of 110 hours of instructional time has been scheduled. The credit is granted by the Principal of a school offering secondary school programs on behalf of the Ontario Ministry of Education.

3.4 Definition of Types of Courses

Students in **Grades 9 & 10** will take their core courses (English, Mathematics, Science, French, Geography and History) in one of three levels – **applied, academic**. All elective courses will be taken at the **open** level.

Academic Level: “D”

Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.

Applied Level: “P”

Applied courses focus on the essential concepts of the discipline. Applied courses develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate.

Locally Developed Level: “L”

Locally Developed courses focus on the most essential concepts of a discipline. These courses are offered in Mathematics, Science, English and Canadian History. These courses will provide support for students making the transition to high school by enhancing their skills to allow them to be successful at secondary school.

Open Courses: “O”

Open level courses have one set of expectations for each subject and are appropriate for all students. Open level **courses** are offered for all non-core subjects and do not have a prescribed post-secondary destination.

Course Level Description for Grade 11 and 12 Courses:

Courses in grades 11 and 12 are offered in levels that are related to a student's destination after high school - workplace, apprenticeships, college or university. Some courses are offered at the Open level. Most courses are offered at one other following five levels:

University/College Courses: "M"

Courses designed to prepare students for entrance to college and university programs following high school.

College Courses: "C"

Courses designed to prepare students for entrance to college programs following high school.

Workplace Courses: "E"

Courses designed for students planning to enter the workplace directly following high school.

Open Courses: "O"

Courses that are not specific to any particular post secondary destination are appropriate for all students, and which students may take to meet compulsory or optional requirements.

University Courses: "U"

Courses designed to prepare students for entrance to university programs following high school.

3.5 Course Coding System

The design of the Ontario education system at the secondary level is framed on the concept of students earning credits, both mandatory and optional credits. The course coding of all programs offered through NPU CANADA employ a 5-character system that is established and recognized by the Ministry of Education; for example:

M₁C₂V₃4U₅

The first digit indicates the major area of study for the course; for example, M-mathematics, S-science, E-english the second and third digit serves as the course descriptor within the subject area; CV- calculus and vectors, BI-biology the fourth digit signifies the grade level; 1 is grade 9, 2 is grade 10, 3 is grade 11 and 4 is grade 12 The fifth and last digit is used to denote the intensity by which the course will be delivered. In grade 9 & 10 options include D representing academic, P for applied and O for open level courses. In grade 11 & 12, this digit is geared towards the post-secondary destination: U is university, C is for college and M represents courses open to university or college.

At NPU Canada, we offer a variety of D, P, M, C, E, O and U level courses. These courses are sufficient to satisfy both the required and elective components towards the OSSD.

3.6 Description of Courses

Below is an abbreviated course description of the courses that NPU Canada currently offers. Anyone interested in obtaining a more detailed course profile package is directed to make their request to the teacher.

Grade 9 Courses

Course Code	Course Description
AVI10	This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. Prerequisite: None
BBI10	This course introduces students to the world of business, including the concepts, functions, and skills required for operating a 21st century business of any size or scale. Throughout this course, students will also learn key concepts relating to personal finance, entrepreneurship, and international business.
BTT10	This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. Prerequisite: None
BTT10F	Ce cours initie l'élève aux technologies de l'information et de la communication dans le monde du travail et fournit une formation de base en littératie numérique nécessaire pour réussir dans une société dominée par la technologie. L'élève utilise le traitement de texte, le tableur et d'autres logiciels d'application pour élaborer des documents d'affaires, faire des présentations électroniques et réaliser des pages Web. Le cours permet à l'élève de gérer un environnement de travail informatisé, de faire de la

	recherche et de la communication électroniques et d'étudier des questions d'actualité liées aux implications et aux enjeux des technologies de l'information et de la communication.
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 geographical 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
CGC1P	This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations. Prerequisite: None
CGC1DF	Grade 9 French Immersion Issues in Canadian Geography (CGC1F) 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 geographical 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: French immersion
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
FIF1D	This course enables students to enhance their knowledge of the French language and to further their language skills through the study of twentieth-century North American francophone literature and culture. Students will participate in oral communication, reading, and writing activities as they study an authentic novel and selected authentic poems, legends, songs, films, and

	<p>newspaper articles from French-speaking parts of North America. Prerequisite: French immersion</p>
FSF1D	<p>This course emphasizes further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities. Prerequisite: Minimum of 600 hours of French instruction, or equivalent from Elementary School</p>
FSF1O	<p>This course is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.</p>
FSF1P	<p>This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use 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</p>
HIF1O	<p>This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will acquire the knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society. Prerequisite: None</p>
MTH1W	<p>This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.</p>
PPL1O	<p>Grade 9 Healthy Active Living Education (PPL1O) equips students with the knowledge and skills they need to make healthy choices now and lead healthy,</p>

	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. In PPL1O online, students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Prerequisite: None
SNC1W	This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

Grade 10 Courses

Course Code	Course Description
AVI2O	This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. Prerequisite: None
BBI2O	This course introduces students to the world of business, including the concepts, functions, and skills required for operating a 21st century business of any size or scale. Throughout this course, students will also learn key concepts relating to personal finance, entrepreneurship, and international business.
BTT2O	This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.. Prerequisite: None
BTT2OF	Ce cours initie l'élève aux technologies de l'information et de la communication dans le monde du travail et fournit une formation de base en littératie numérique nécessaire pour réussir dans une société dominée par la technologie. L'élève utilise le traitement de texte, le tableur et d'autres logiciels d'application pour élaborer des documents d'affaires, faire des

	présentations électroniques et réaliser des pages Web. Le cours permet à l'élève de gérer un environnement de travail informatisé, de faire de la recherche et de la communication électroniques et d'étudier des questions d'actualité liées aux implications et aux enjeux des technologies de l'information et de la communication.
CHC2D	This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.
CHC2DF	Ce cours permet à l'élève de retracer les événements marquants de l'histoire du Canada depuis la Première Guerre mondiale et d'examiner les contextes politique, économique et social qui ont façonné la vie des Canadiennes et Canadiens et influé sur leurs actions. Son étude s'étend aux activités de coopération et aux conflits qui se sont produits au Canada et en Ontario français, au rôle grandissant du Canada au niveau international et aux contributions de personnes et de groupes à l'identité, à la citoyenneté et au patrimoine canadiens. En utilisant les concepts de la pensée critique en histoire et le processus d'enquête, ce qui exige, entre autres, l'analyse et l'interprétation d'éléments de preuve, l'élève acquiert les compétences nécessaires pour analyser les enjeux et les événements majeurs au Canada depuis 1914.
CHC2P	This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada Prerequisite: None
CHV2O	This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts

	of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.
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 ENG1D
FIF2D	This course enables students to increase their knowledge of the French language and further develop their language skills through the study of twentieth-century European francophone literature and culture. Students will participate in oral communication, reading, and writing activities based on a variety of French literacy and media works. They will study at least one novel and a selection of short stories, plays, and articles. Prerequisite FIF1D.
FSF2D	Grade 10 Core French (FSF2D) emphasizes further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities. Prerequisite FSF1D
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
HIF2O	This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will acquire the knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society. Prerequisite: None
MFM2P	This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and

	apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Prerequisite MFM1P or MPM1D or MTH1W
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 MTH1W or MPM1D.
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 SNC1W or SNC1D or 1P
SNC2P	This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter. Prerequisite SNC1D or 1P

Grade 11 Courses

Course Code	Course Description
AWQ3M	Grade 11 Photography enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program

	<p>focused on a particular art form (e.g., photography, video, computer graphics, information design). Any type camera will be required for this course. Prerequisite AVI10 or 20</p>
BAF3M	<p>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</p>
BDI3C	<p>Intro to Entrepreneurship (BDI3C) focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. You will create a venture plan for a school-based or student-run business. Through hands-on experiences, you will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs. Prerequisite: None.</p>
BMI3C	<p>Grade 11 Marketing (BMI3C) introduces the fundamental concepts of product marketing, which includes the marketing of goods, involvements, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. In BMI3C online, students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice. Prerequisite: None</p>
CGG30	<p>Grade 11 Travel and Tourism (CGG30) focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities. Prerequisite: CGC1D or 1P</p>
CHA3U	<p>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: CHC2D or 2P</p>
CHW3M	<p>This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence</p>

	of selected individuals, groups, and innovations and to present their own conclusions. Prerequisite: CHC2D or 2P
ENG3C	This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course Prerequisite: English, Grade 10, Applied
ENG3U	This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of form. 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
ENG3E	This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course Prerequisite: English, Grade 10, Applied
FIF3U	This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: FIF2D
FSF3U	This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a variety of oral and written texts. In this course, students will continue to broaden their understanding and appreciation of diverse French-speaking

	communities and to develop the skills necessary for life-long language learning. Prerequisite: FSF2D
GWL30	This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success. Prerequisite: None
HFC3M	Grade 11 Food and Culture focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world. Prerequisites: None
HRT3M	This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief. Prerequisite: None
HSP3U	HSP3U online provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. In HSP3U online, students will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines. Prerequisite: ENG2D or CHC2D
ICS3U	This course introduces students to the study of computer science. In this course, students will design software using industry-standard programming tools and applying the software development life-cycle model. As their understanding of the computing environment grows, students will write and use subprograms within computer programs, developing creative solutions for various types of problems. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in related fields. Prerequisite: None
LIPCU	This course explores a broad range of themes and ideas expressed through poetry, novels, plays, and history. Students will engage with the texts and analyze them through a lens that allows them to connect literature and history to real life issues, and explore how these themes can span over centuries to

	still be a reflection on today's society. Prerequisite: Punjabi level 2 or equivalent
LKBCU	This course prepares students for university studies in international languages. Students will be provided with abundant opportunities for increasing their competence and confidence in listening, speaking, reading, and writing in Mandarin, while developing their creative and critical thinking skills through exploring and responding to a variety of texts in multiple forms. Students will enhance their ability to use Mandarin with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Prerequisite: Simplified Mandarin level 2 or equivalent
LYFCU	This course prepares students for studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of the countries where the language is spoken through the use of community resources and computer technology. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. Prerequisite: Farsi level 2 or equivalent
MBF3C	This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics, and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Prerequisite: MFM2P or MPM2D
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
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: Principals of Mathematics, Grade 10 Academic
MCR3UF	Ce cours poursuit l'étude des fonctions en introduisant les fonctions exponentielles et les fonctions trigonométriques dont l'élève se sert pour résoudre des problèmes reliés aux triangles rectangles ou obliques. L'élève consolide ses habiletés numériques et algébriques, explore les polynômes et les expressions rationnelles et étudie des transformations et des réciproques de fonctions. L'élève aborde les suites et les séries dans le contexte de la résolution de problèmes sur les applications financières lors de l'étude de fonctions discrètes. Tout au long du cours, l'élève apprend à argumenter et à communiquer de façon claire et précise les étapes de son raisonnement mathématique.
PPZ3C	This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion. Prerequisite: None
SBI3C	This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields. Prerequisite: SNC2D or 2P
SBI3U	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 diversity of living things, evolution, genetic processes, animals and plants. 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: SNC2D
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: SNC2D
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: SNC2D
SVN3E	Grade 11 Environmental Science provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy. Prerequisite: SNC1D or 1P
TGJ3M	This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields. Prerequisite: none
TPJ3M	This course allows students to develop their understanding of basic health care procedures and safety precautions, as well as core concepts in anatomy and physiology, which will prove useful to student pursuing a career in any healthcare-related field. Throughout this course, students will develop an awareness of health and safety issues in this sector, analyze related environmental and societal issues, and learn about professional practice standards within the health care field. Prerequisite: none

Grade 12 Courses

Course Code	Course Description
ADA4M	Grade 12 Drama requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. Prerequisite: ADA3M
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: AVI3M
AWQ4M	This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. Prerequisite: AWQ3M
BAT4M	This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.
BBB4M	The Business Studies course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution. And managing international business effectively. This course prepares students for post-secondary programs in business, including international business, marketing and management. Prerequisite: None
BBB4MF	Ce cours offre à l'élève une vision globale des échanges commerciaux et examine les facteurs qui contribuent au succès commercial sur les marchés internationaux. L'élève étudie les principes fondamentaux qui sous-tendent les stratégies de marketing, de distribution et de gestion appropriées à l'échelle internationale. Le cours prépare l'élève à des études postsecondaires dans le domaine des affaires comme le marketing, la gestion et le commerce international. Préalable : Aucun
BOH4M	This course focuses on developing the leadership skills used in managing a successful business. Throughout this course, students will analyze the role of a leader in business, with a focus on managing group dynamics and motivating employees, dealing with workplace stress and conflict, as well as decision-making and planning. Prerequisite: none
CGR4M	This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore

	ways of developing a more sustainable relationship with the environment. Prerequisite: Any Gr 11 social science, humanities or english
CGW4U	This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing. Any Gr 11 social science, humanities or english
CGW4UF	
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. Any Gr 11 social science, humanities or english
CHY4UF	Ce cours permet à l'élève d'explorer les défis liés à la création d'un monde plus durable et équitable. L'élève étudie des questions variées comme les disparités économiques, les menaces qui pèsent sur l'environnement, la mondialisation, les droits de la personne, et la qualité de vie tout en examinant les politiques gouvernementales, les ententes internationales et les responsabilités collectives et individuelles qui sont liées à ces questions géographiques. En utilisant les concepts de la pensée critique en géographie, le processus d'enquête et les technologies spatiales, l'élève acquiert les compétences qui lui sont nécessaires pour analyser ces enjeux complexes, notamment leurs répercussions sur les environnements naturel et humain à travers les pays ou régions du monde. Préalable : Tout cours des programmes-cadres d'études canadiennes et mondiales, de français, ou de sciences humaines et sociales, filière préuniversitaire ou préuniversitaire/précollégiale
CIA4U	This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyze current economic issues, make informed judgements, and present their findings. Any Gr 11 social science, humanities or english
CIA4UF	Ce cours explore des enjeux économiques nationaux et mondiaux. L'élève étudie diverses perspectives concernant les décisions stratégiques et les répercussions des choix que font les individus et les institutions politiques et économiques, dont les gouvernements, afin de répondre aux défis de la

	mondialisation et aux inégalités économiques aux niveaux local, national et international. En utilisant les concepts de la pensée critique en économie et le processus d'enquête, ce qui inclut des théories et des modèles économiques, l'élève acquiert les compétences nécessaires pour étudier des tendances, des politiques, des ententes et le développement économiques et se former une opinion plus éclairée sur les choix économiques, le développement durable et des questions économiques actuelles. Préalable : Tout cours des programmes-cadres d'études canadiennes et mondiales, de français, ou de sciences humaines et sociales, filière préuniversitaire ou préuniversitaire/précollégiale
CLN4U	This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyze legal issues, conduct independent research, and present the results of their inquiries in a variety of ways. The online learning platform will facilitate effective research, communication, and collaboration. Any Gr 11 social science, humanities or english
CPW4U	Canadian and International Politics (CPW4U) explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them. Prerequisite: Any Gr. 11 social science, humanities or english
EBT4O	This course emphasizes the practical writing and communication skills that are needed in the world of business and technology. Students will analyze the characteristics of effective models of business and technical communications, gather information to write reports, business letters, memos, manuals, instructions, and brochures; and integrate graphics and text, using technology appropriately for formatting and special effects. They will also make an oral and visual presentation. Prerequisite: Any Gr 11 english
ENG4C	This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. 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 specific apprenticeship or other training programs. Prerequisite: ENG3C
ENG4U	This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. Prerequisite: ENG3U
EWC4U	This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. Prerequisite: ENG3U
FIF4U	This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Throughout this course, students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about both concrete and abstract topics. They will independently respond to a variety of oral and written French literature from the Middle Ages to the present. They will also enrich their understanding of diverse French-speaking communities. Prerequisite: FIF3U
FRA4U	Ce cours te permet d'approfondir tes connaissances en communication orale, en lecture et en écriture. L'interprétation et la production de divers textes oraux ainsi que l'étude d'œuvres contemporaines du Canada français et de quelques extraits significatifs d'œuvres de la littérature française des XXe et XXIe siècles et de quelques extraits significatifs d'œuvres de la francophonie ontarienne, canadienne ou mondiale écrites après 1960 enrichissent ton bagage culturel et t'amènent à réfléchir aux questions fondamentales de la francophonie et à ton engagement envers la langue et la culture d'expression française. La réalisation d'un projet autonome d'envergure te permet de développer ton esprit critique et ton autonomie en matière d'apprentissage. Tu as recours aux technologies de l'information et de la communication pour mener à bien tes recherches et tes travaux. Ce cours est conçu pour te préparer à suivre des cours universitaires et collégiaux ou à intégrer le monde du travail. Préalable: FRA3U
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: FSF3U
HFA4U	This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. Prerequisite: Any Gr. 11 social science, humanities or english
HFA4UF	Ce cours permet à l'élève d'établir des liens entre l'alimentation, l'équilibre énergétique et la nutrition, et d'analyser les besoins nutritionnels des personnes à différentes étapes de leur vie. L'élève étudie le rôle des nutriments dans l'état de santé d'une personne. Le cours l'amène aussi à évaluer des tendances en alimentation et à déterminer l'incidence des choix individuels sur la sécurité alimentaire ainsi que l'impact environnemental de la production et de la distribution alimentaires. Tout au long du cours, l'élève est appelé à mettre en application sa connaissance des techniques sécuritaires de préparation et de cuisson des aliments. Ce cours comme tous ceux du programme-cadre de sciences humaines et sociales cible aussi le développement de compétences en recherche et en communication. Préalable : Tout cours des programmes-cadres de sciences humaines et sociales, de français ou d'études canadiennes et mondiales, filière préuniversitaire ou préuniversitaire/précollégiale
HHG4M	This course offers a multidisciplinary approach to the study of human development throughout the life cycle. In this course, students will examine how early brain and childhood development are linked to lifelong learning, health, and well-being. They will develop child-care and human-relationship skills through lessons and activities with practical applications. Prerequisite: Any Gr. 11 social science, humanities or english
HHS4U	This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships. Prerequisite: Any Gr. 11 social science, humanities or english
HHS4UF	Ce cours examine dans une perspective sociologique diverses théories qui décrivent et expliquent le développement des individus, des relations intimes et des relations familiales dans la société canadienne. L'élève acquiert des habiletés analytiques permettant d'évaluer les facteurs et les enjeux auxquels font face les individus et les familles au Canada. Cet apprentissage fait appel à différentes approches afin de nourrir la réflexion critique de l'élève. Ce cours comme tous ceux du programme-cadre de sciences humaines et sociales

	cible aussi le développement de compétences en recherche et en communication. Préalable : Tout cours des programmes-cadres de sciences humaines et sociales, de français ou d'études canadiennes et mondiales, filière préuniversitaire ou préuniversitaire/précollégiale
HNB4M	This course allows students to explore the world of fashion, covering everything from the tools and techniques needed to create their own pieces to the realities of the industry and its social and historical influences. Prerequisite: Any Gr. 11 social science, humanities or english
HSB4U	This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behavior and their impact on society. Students will critically analyze how and why cultural, social, and behavioral patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change. Prerequisite: Any Gr. 11 social science, humanities or english
HZT4U	This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy. Prerequisite: Any Gr. 11 social science, humanities or english
ICS4U	This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. Prerequisite: ICS3U
LIH DU	This course explores a broad range of themes and ideas expressed through poetry, novels, plays, and history. Students will engage with the texts and analyze them through a lens that allows them to connect literature and history to real life issues, and explore how these themes can span over centuries to still be a reflection on today's society. Prerequisite: LIHCU or assessment test
LIPDU	This course explores a broad range of themes and ideas expressed through poetry, novels, plays, and history. Students will engage with the texts and analyze them through a lens that allows them to connect literature and history to real life issues, and explore how these themes can span over centuries to still be a reflection on today's society. Prerequisite: LIPCU or assessment test

LKBDU	Grade 12 Mandarin explores a broad range of themes and ideas expressed through poetry, novels, plays, and Chinese history. Students will engage with the texts and analyze them through a lens that allows them to connect literature and history to real life issues, and explore how these themes can span over centuries to still be a reflection on today's society. Prerequisite: Level 3 Simplified Mandarin or equivalent
LKKDU	This course explores a broad range of themes and ideas expressed through poetry, novels, plays, and history. Students will engage with the texts and analyze them through a lens that allows them to connect literature and history to real life issues, and explore how these themes can span over centuries to still be a reflection on today's society. Prerequisite: LKKCU or assessment test
LWSDU	This course allows students to refine and enhance their listening, speaking, reading, and writing skills in Spanish, as well as their understanding of the cultural aspects like literature, arts, and the history of traditionally Spanish regions. Prerequisite: LWSCU or assessment test
LYFDU	Grade 12 Farsi (Persian) (LYFDU) provides extended opportunities for students to communicate and interact in Farsi in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where Farsi is spoken, and develop skills necessary for lifelong language learning. Prerequisite Level 3 Farsi or equivalent
MAP4C	This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades. Prerequisites: MBF3C or MCF3M
MCT4C	This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs. Prerequisites: MCR3U or MCF3M
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,

	<p>sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. Prerequisite: MCR3U co-requisite: MHF4U</p>
MCV4UF	<p>Ce cours permet à l'élève de mettre à contribution sa connaissance des fonctions dans le but d'accroître sa compréhension des taux de variation. L'élève résout, de façon algébrique et géométrique, des problèmes de vecteurs et de représentations de la droite et du plan dans l'espace. L'élève accroît sa compréhension du taux de variation incluant les dérivées de fonctions polynômes, rationnelles, exponentielles, sinusoidales et radicales, et les applique à la modélisation de diverses situations de la vie courante. Tout au long du cours, l'élève apprend à communiquer de façon claire et précise les étapes de son raisonnement mathématique. Ce cours intéresse particulièrement l'élève qui désire s'inscrire à des cours universitaires portant, entre autres, sur le calcul différentiel et l'algèbre linéaire, ou qui désire faire des études en physique, en génie, en économie et autres disciplines connexes. Remarque : Les élèves pourront suivre concurremment les deux cours de 12e année Fonctions avancées et Calcul différentiel et vecteurs ou suivre d'abord le cours Fonctions avancées puis celui Calcul différentiel et vecteurs</p>
MDM4U	<p>This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods of organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences and the humanities will find this course of particular interest. Prerequisite: MCR3U or MCF3M</p>
MHF4U	<p>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: MCR3U</p>
MHF4UF	<p>Ce cours permet à l'élève d'approfondir sa compréhension des fonctions. L'élève explore et applique les propriétés de fonctions exponentielles, logarithmiques, trigonométriques, polynômes et rationnelles. L'élève approfondit sa compréhension des mathématiques relativement aux taux de variation et accroît sa compréhension des caractéristiques des fonctions en les appliquant à divers problèmes. Tout au long du cours, l'élève apprend à</p>

	<p>communiquer de façon claire et précise les étapes de son raisonnement mathématique. Ce cours intéresse particulièrement l'élève qui cherche à consolider sa compréhension des mathématiques avant d'entreprendre des études universitaires ou qui désire s'inscrire à des cours de mathématiques à l'université. Préalable : Fonctions, 11e année, cours préuniversitaire ou Mathématiques de la technologie au collège, 12e année, cours précollégial</p> <p>Remarque : Les élèves pourront suivre d'abord le cours Fonctions avancées de 12e année puis celui Calcul différentiel et vecteurs de 12e année ou suivre concurremment ces deux cours de 12e année.</p>
NDW4M	<p>In this course students examine global issues from the perspectives of Indigenous peoples, investigating topics such as identity, social justice, human rights, spirituality, resilience, and advocacy for change. Students draw on the depth and diversity of Indigenous cultures, traditions, and knowledge to consider how Indigenous communities around the world persevere despite current global political, social, and economic challenges. Prerequisite: Any Gr. 11 social science, humanities or english</p>
OLC4O	<p>To participate fully in the society and workplace of the twenty-first century, today's students will need to be able to use language skillfully and confidently. The Ontario curriculum recognizes the central importance of reading and writing skills in learning across the curriculum and in everyday life, and prepares students for the literary demands they will face in their post – secondary endeavors. To ensure that they have the essential competencies in reading and writing that they will need to succeed at school, at work, and in daily life, students in Ontario must demonstrate those skills as a requirement for graduation.</p> <p>The Ontario Secondary School Literacy Course (OSSLC) is a full-credit Grade 12 course that is offered as a part of the English program to provide students with intensive support in achieving the required reading and writing competencies. The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional assessment core of the course. Prerequisite: Unsuccessful attempt at OSSLT</p>
PSK4U	<p>Grade 12 Kinesiology focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration. Prerequisite: Any Gr 11 science</p>
SBI4U	<p>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: SBI3U</p>

SBI4UF	<p>Ce cours permet à l'élève d'examiner en profondeur les concepts et les processus relatifs aux systèmes biologiques. L'élève étudie la théorie et effectue des recherches dans les domaines de la biochimie, des processus métaboliques, de la génétique moléculaire, de l'homéostasie, ainsi que des populations d'un écosystème. Le cours met l'accent sur l'acquisition de connaissances et d'habiletés approfondies pour poursuivre des études dans diverses branches des sciences de la vie et dans des domaines connexes.</p> <p>Préalable : SBI3U</p>
SCH4C	<p>This course enables you to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. You will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment. Prerequisite: SNC2D</p>
SCH4U	<p>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: SCH3U</p>
SCH4UF	<p>Ce cours permet à l'élève d'approfondir ses connaissances en chimie par l'étude de la chimie organique, de la cinétique chimique et de la thermochimie, des systèmes chimiques et de l'équilibre, de l'électrochimie, et des propriétés et des structures atomiques et moléculaires. Ce cours permet aussi à l'élève d'améliorer ses capacités de résolution de problèmes, ses habiletés en recherche scientifique et son aptitude à communiquer dans un cadre scientifique. Le cours met l'accent sur l'importance de la chimie dans la vie quotidienne et sur l'évaluation de l'incidence de la technologie chimique sur l'environnement. Préalable : Chimie, 11e année, cours préuniversitaire</p>
SES4U	<p>Grade 12 Earth and Space Science develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyze techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence. Prerequisite: SNC2D</p>

SES4UF	Ce cours porte sur les concepts et les théories de base des sciences de la Terre ainsi que sur la place de la Terre dans le système solaire et dans l'Univers. Après une introduction générale aux sciences de la Terre, l'élève explore plus en détail les matériaux qui constituent notre planète, les processus internes et superficiels qui la gouvernent ainsi que son histoire et les preuves géologiques à l'appui. De plus, l'élève étudie l'influence des processus géologiques internes et des phénomènes astronomiques sur les astres du système solaire ainsi que l'origine et l'évolution de l'Univers. Ce cours permet également à l'élève de se pencher sur l'incidence des connaissances en sciences de la Terre et de l'espace sur les applications technologiques, la société et l'environnement. Préalable : Sciences, 10e année, cours théorique
SPH4C	This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment. Prerequisite: SNC2D
SPH4U	This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. Prerequisite: SPH3U
TGJ4M	This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment. Prerequisite: TGJ3M

ESL AO	Level 1 English as a Second Language (ESL AO) 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
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	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.
ESL BO	Level 2 English as a Second Language (ESLBO) 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: ESLAO
ESL CO	Level 3 English as a Second Language (ESLCO) 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: ESLBO
ESL DO	ESLDO prepares students to use English with increasing fluency and accuracy in both academic and social settings and to participate in Canadian society as informed citizens. Throughout this course, students will develop the oral-presentation, reading, and writing skills required for success in all areas of school and life. Prerequisite: ESLCO
ESL EO	ESLEO prepares students with the skills and strategies they need to make the transition to college and university preparation courses in English. Throughout this course, students will be encouraged to develop independence in a range of academic tasks, including responding critically to print and media texts. They will be expected to read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Prerequisite: ESLDO

3.7 Courses of Study

Summary course profiles specific to NPU Canada can be found at <https://www.ontariovirtualschool.ca/courses/>. If you wish to preview our detailed outlines of courses of study please email info@ontariovirtualschool with your request and arrangements will be made to have it emailed to you.

3.8 Ontario Curriculum Policy Documents

The courses offered at NPU Canada have been developed according to the requirements of the Ontario Ministry of Education. Information on Ministry course documents and Ontario Curriculum Policy documents may be found at the Ministry website, <http://www.edu.gov.on.ca/eng/curriculum/secondary/>

3.9 Experiential Learning

While NPU CANADA recognizes the tremendous value of job shadowing and cooperative education as it enables learners to apply their knowledge and skills through hands on experiences; we do not offer co-op based courses at this time.

3.10 Withdrawing from a Course

- Withdrawals occurring within 5 days of the issuing of the first report card from the NPU Canada (NPU CANADA) will result in the mark **not** being recorded on the OST.
- a withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the first report card results in a “W” being entered in the “Credit” column of the OST along with the mark at the time of the withdrawal.
- Withdrawals at any time from Grade 9 or 10 courses are not recorded on the OST
- If there are extraordinary circumstances relating to a student’s withdrawal from a course, an “S” may be entered in the “Note” column on the OST.

3.11 Changing Course Type

Students do have the opportunity in some cases to change the course type. However, each subject area has specific criteria to permit such changes. To discuss your unique situation, please send an email to info@ontariovirtualschool.ca outlining the following information as well as forwarding your most recent transcript by email:

- **Name:**
- **Contact information: Address, phone and email address**
- **Date of Birth:**
- **Last school attended and Year attended:**
- **Reason for Request:**
- **Special Circumstances:**

3.12A Prior Learning Assessment and Recognition (PLAR)

K-12 students may receive a credit without taking a course if they can demonstrate that they have the skills and knowledge from prior learning to meet the expectations for the course set out in the provincial curriculum. This must be requested in writing to the Principal of NPU Canada. The requesting student will have an opportunity to explain their circumstances. If you wish to apply for such consideration please send us an email outlining the following information as well as forwarding your most recent transcript by email info@ontariovirtualschool.ca

- **Name:**
- **Contact information: Address, phone and email address**

- **Date of Birth:**
- **Last school attended and Year attended:**
- **Reason for Request:**
- **Special Circumstances:**

The Principal will review the application and schedule an interview to conduct an assessment of the skills necessary for the credit equivalency being requested.

3.12B Prior Learning Assessment and Recognition (PLAR) for mature students

Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students.

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.

3.13 Other Ways of Earning Credits

There are many different ways that students can earn high school credits outside of NPU Canada. Registration for these courses require approval from the guidance department. These opportunities include; eLearning, ILC, continuing education courses from public school boards.

3.14 Examination Policies

The final exam is typically a paper-pen evaluation written at a mutually agreed time, date, and location. The final exam will be proctored, meaning a suitable adult with a dedicated identifiable and authentic email address will supervise you writing the final exam. This process ensures the security and integrity of the exam. Any person related or affiliated to the student in a personal way cannot serve as an exam supervisor.

3.15 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 principal 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 principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.

If a student is enrolled in one or more NPU CANADA courses and is also registered either full time or part time in another Ontario secondary school, the OSR will be held by the school where the student is taking the most courses. Please note that NPU CANADA is not responsible to hold the OSR for students who have already graduated from another school, the graduating school is obligated to keep those records. If a student has not graduated high school and is exclusively pursuing courses towards their OSSD from NPU Canada, NPU CANADA will request, establish and manage the OSR as per the Education Act. Items such as copies of report cards, IEP documentation, community involvement and results of the Ontario Secondary School Literacy test are examples of records kept in an Ontario Student Record.

3.16 Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is an official document issued by all public or private schools in Ontario. The OST contains a list of the courses completed from grades 9 through 12 including those completed successfully or unsuccessfully. The OST is stored in the OSR and kept for many years after the student graduates. Please note, as per the policies outlined in the Ontario Student Transcript Manual 2010 document, the school that maintains the OSR is also responsible for updating and maintaining the OST. Consequently, if a student is enrolled full time or part time through another school, that school will house the OST. NPU Canada is responsible to assist in this record keeping process by notifying the OST holding school of the course and final achievement of a student taking a course through NPU CANADA. When students complete a course through NPU CANADA, they will be mailed a final report card. In addition, a second copy will be forwarded to the school that secures the students' OSR so they can add it to the ongoing list of courses on the students overall transcript. Students that need a certified copy of their Ontario Student Transcript are directed to contact the guidance department of the school that holds their OSR. Students that require their final marks to be faxed to the Ontario University Application Centre are requested to send an email to info@ontariovirtualschool clearly authorizing this request including their first and last name, the course and final mark to be submitted, OEN and OUAC reference number.

D. Supports and Resources

4.1 School Services

NPU Canada recognizes the tremendous demands and stress that students can experience throughout their high school lives. Making course selection choices, looking at a host of post-secondary options, as well as personal & socio-emotional problems are all barriers that obstruct students from achieving to their academic potential. NPU CANADA is committed to aiding students in all aspects of their lives, and employs a qualified and experienced guidance counsellor. Please feel free to contact support@ontariovirtualschool.ca if you are interested in having our counsellor contact you.

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students from achieving to their academic potential. NPU CANADA is committed to aiding students in all aspects of their lives, and employs a qualified and experienced guidance counselor.

Please feel free to contact us if you are interested in having our councilor contact you.

NPU Canada provides access to Career Cruising for all students whose OSR is held at NPU CANADA. This program allows students to plan their education, review their options for post-secondary programs, assist in the course selection process and explore other post graduate options.

[Career Cruising](#) is an industry-leading online career guidance and planning system. People of all ages use our tools to find the right career, explore education and training options, and build their own portfolio. Our add-on products extend Career Cruising's functionality, making it easier for schools to manage their course selection process, communities to meet their workforce development needs, and students to prepare for the SAT/ACT. Learn more about implementing Career Cruising at your school, library, or employment center on our "Products" page.

[Ontario Prospects Guide to Career Planning](#) is an annual career planning guide for students in Grades 7 to 12, educators, job counsellors and others seeking career information. Ontario Prospects celebrates and promotes student success in Ontario and includes information on self assessment, job search preparation, the labor market, and post secondary destinations.

[Job Bank Canada](#) View Canadian Job Opportunities

[Ontario College Application Services](#)

[Ontario Universities' Application Center](#)

Please feel free to contact us if you are interested in having our student support staff contact you.

E. Curriculum

5.1 Program Planning - supporting students at-risk

NPU Canada provides supplementary individual student counseling with respect to course selection and post-secondary planning. By doing so, individual student needs and concerns are met and appropriate plans can be put into place. In addition, the skills and competencies that students acquire through the guidance and career education program outlined in Ontario's "Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, 2013" will not only help students succeed in school, but will also contribute to their success in the workplace.

Throughout their secondary school education, students in NPU Canada courses will learn about the educational and career opportunities that are available to them; explore and evaluate a variety of those opportunities; relate what they learn in their courses to potential careers in a variety of fields; and learn to make appropriate educational and career choices.

To this end, NPU CANADA:

- The student success team will contact inactive students and parents to re-engage them with their learning
- The student success team will work collaboratively with the student to create a customized study and learning plan to empower the student to reach their academic goals
- The student success team will identify students earning marks less than 65% and provide study tips, test preparation strategies to help the student improve achievement.
- supports English Language Learners, when necessary, by providing instructional and assessment accommodations within courses;
- provides opportunities within the Four Areas of Learning in Education and Career/Life Planning (Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, Achieving Goals and Making Transitions) in all newly revised courses;
- provides individual assistance and short-term counseling to students, when requested;
- provides current information on post-secondary programs and admission requirements to all of its college/university bound students;
- provides the opportunity for Grade 8 students to "Reach Ahead" to Grade 9 courses with the approval of their elementary school Principal. This program allows students to explore course options and academic interests early in their high school career;
- provides access to Career Cruising for all students whose Ontario Student Record is held at NPU Canada. This program allows students to plan their education, review their options for post-secondary programs and assists in the course selection process;

- communicates directly with Ontario Universities Application Centre and Ontario College Application Service regarding student achievement;
- communicates directly with post-secondary institutions regarding student achievement.

5.2 English Language Learners

NPU CANADA supports English Language Learners, when necessary, by providing instructional and assessment accommodations within courses;

Accommodations related to learning resources, such as

- extensive use of visual materials;
- use of adapted texts and bilingual dictionaries;
- use of dual-language materials;
- use of technology.

Accommodations related to assessment strategies, such as

- allowance of extra time;
- use of alternative assessment strategies (e.g., oral interviews, learning logs, or portfolios);
- use of simplified language and instructions (e.g., in the context of tasks that require completion of graphic organizers and cloze sentences).

Accommodations may be required to support English language learners, especially those who are in the early stages of learning English or those who have had limited prior schooling.

5.3 Resources

NPU Canada is proud to offer a rich variety of online library and community resources listed below:

[The Canadian Encyclopaedia](#) has provided the most comprehensive, objective and accurate source of information on Canada for students, readers and scholars across Canada and throughout the world.

[The Internet Public Library](#) (ipl2) is a public service organization and a learning/teaching environment. To date, thousands of students and volunteer library and information science professionals have been involved in answering reference questions for our Ask an ipl2 Librarian service and in designing, building, creating and maintaining the ipl2's collections. It is through the efforts of these students and volunteers that the ipl2 continues to thrive to this day.

[The Cambridge Online Dictionary](#). Cambridge University Press has been publishing dictionaries for learners of English since 1995. Cambridge Dictionaries Online has been offering these dictionaries completely free of charge since 1999.

[Links to Learning](#) is a list of web sites that directly support the Ontario curriculum for students in grades 9 to 12. The focus is on quality and not quantity.

[Think Quest](#) Contains over 7,000 websites created by students around the world who have participated in a Think Quest Competition.

[Canadian Geographic](#) is a comprehensive source of information on climate prosperity, discover videos, interactive features and learn more about how Canada can prosper in the face of global climate change.

[Info Please](#) has been providing authoritative answers to all kinds of factual questions since 1938- first as a popular radio quiz show, then starting in 1947 as an annual almanac, and since 1998. Many things have changed since 1938, but not our dedication to providing reliable information, in a way that engages and entertains.

[Science.ca](#) combines rich narrative biography with clear graphic explanation to describe Canada's greatest scientists and their achievements. The site is visited by thousands of students from across Canada every day, often as part of their provincial school curriculum. It currently receives 15 million hits per year, and over 1 million unique visits per year. The web site is operated by the GCS Research Society, a non-profit organization registered in British Columbia, Canada.

[EasyBib](#) (MLA citation creator) A Free Automatic Bibliography and Citation Maker Create a Works Cited instantly! 309,984,633 sources cited to date.

Please feel free to contact us if you are interested in having our student support staff contact you.

www.kidshealth.org is a website for students and parents which provides a rich balance of resources from a health perspective, both physical and mental wellbeing.

5.4 Special Education

Students who have behavioural, communicational, intellectual, physical, or multiple exceptionalities may require special education programs and/or services to benefit fully from their school experience.

Special education programs and services primarily consist of instruction and assessments that are different from those provided to the general student population. These may take the form of accommodations (such as specific teaching strategies, and assistive technology) as outlined in the Ministry of Education's [curriculum policy documents](#).