



# Southern Ontario Collegiate

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## School Course Calendar

2023-2024

**Principal: Ms. Alison Currie**

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## **THE GOALS AND PHILOSOPHY OF SOUTHERN ONTARIO COLLEGIATE (SOC)**

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Southern Ontario Collegiate is an educational institution dedicated to learning, intellectual inquiry and scholastic development. The school is founded on the principle of mutual respect for the rights of others.

Southern Ontario Collegiate is committed to the preparation of ambitious young men and women of all races, creeds, and nationalities for studies leading to further education and employment. It is the goal of our staff to equip students with the resources they will need to lead satisfying and productive lives. SOC endeavors through quality programming and proper guidance, to help each student develop academically and socially.

Our students come from diverse cultural backgrounds. SOC seeks to build on the cultural diversity of our students to ensure that each student is equipped to meet the demands of our 21<sup>st</sup> century global community. Our staff and students embrace their intellectual pursuits as the foundation for life-long learning.

## **THE IMPORTANCE OF COMPLETING A SECONDARY EDUCATION AND SOC'S COMMITMENT TO HELPING STUDENTS ACHIEVE SUCH AN OUTCOME**

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The Ontario Ministry of Education asserts in "Achieving Excellence: A Renewed Vision for Education in Ontario", that "vibrant communities and a prosperous society are built on the foundation of a strong education system" (1). Southern Ontario Collegiate strives to develop secondary school graduates who are not only successful at secondary school but who have learned the life skills to succeed at post-secondary school and indeed at life.

SOC's goal is to ensure that students are successful on all of these levels and will return to their home countries and become engaged and economically productive. Such productivity only results from technological engagement. As is the case with the mission statement of the Ontario Ministry of Education, SOC strives to provide success for all learners, and is committed to providing the life lessons that will result in the success of every student.

Section 21(1) of Ontario's *Education Act* requires every person to attend an elementary or secondary school on every school day from 6 years old until attaining 18 years of age. Section 21.(5) requires the parent or guardian of a person who is required to attend school to cause that person to attend school as required, unless that person is at least 16 years old and has withdrawn from parental control.

To ensure optimal student success, education must be a consistent process, requiring continuous and active participation in the learning environment. Students must learn to

work not only as individuals but also with each other. This process involves the student in listening, co-operating, sharing, interacting, and experiencing mutual evaluations. Students must be able, both individually and in groups, to investigate, analyze, synthesize, generalize and make intuitive leaps in the pursuit of knowledge. Regular attendance is, therefore, absolutely critical for the students learning and achievement of course expectations.

## **STUDENTS MUST REMAIN IN SECONDARY SCHOOL UNTIL THEY HAVE REACHED 18 YEARS OLD OR OBTAINED AN ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)**

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Bill 52 was enacted into law on December 20, 2006, as “An Act to amend the Education Act respecting pupil learning to the age of 18 and equivalent learning”. It introduced the requirement that students must stay in school until the age of 18, stating: every person who attains the age of six years on or before the first school day in September in any year shall attend an elementary or secondary school on every school day from the first day in September in that year until the person attains the age of 18 years; and every person who attains the age of six years after the first school day in September in any year shall attend an elementary or secondary school on every school day from the first day of school in September in the next succeeding year until the last school day in June in the year in which the person attains the age of 18 years.

## **SEMESTER SCHEDULES, TIMETABLES AND REPORTING PERIODS**

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Throughout our 42 years of operation SOC has operated on a tri-semester school year.

The Fall semester begins at the end of August and typically ends in mid-December. The Winter semester begins in January and ends in mid-April and the Spring semester begins in mid-April and ends by June 30<sup>th</sup>.

Fall and Winter semester timetables are organized into four, ninety-five minute periods totaling one hundred and ten hours of classroom instruction for each course. The Spring semester has three intensive periods of instruction of 130 minutes per course, totaling one hundred and ten hours of classroom instructions. For a more definitive schedule of actual dates, please visit SOC’s website [www.southernontariocollegiate.ca](http://www.southernontariocollegiate.ca).

Parents may request on-going progress reports throughout the term. Students’ mid-term marks and final marks are available and can be accessed using the PIN that will be assigned to each parent upon registration of their wards. Reports are issued following mid-term assessment and final examinations. These dates are indicated on the SOC School Year Calendar 2023 – 2024 posted on the web site.

## STUDENT HANDBOOK

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Upon registration at SOC each student is given a Student Handbook which outlines policy expectations and subsequent consequences if non-compliance should occur. The Student Handbook is updated annually.

## ATTENDANCE POLICY

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Regular attendance is a key component of the learning process and of the evaluation of student achievement in courses offered at Southern Ontario Collegiate. To achieve success, students must be present at classes.

Unexplained absences are unacceptable. If a student is medically unable to attend class, the school office must be informed.

A student shall be determined to be medically unable to attend class if that student experiences significant discomfort or pain, displays signs of contagious, infectious or transmittable illness, or requires the care of a physician. A physician's note may be required for readmittance to the school following an illness of more than 3 days.

Mandatory Covid19 vaccination is required.

Non-Medical absences will be approved by the principal e.g. appointments, compassionate reasons.

## STUDENT'S RESPONSIBILITY FOR OBTAINING A CREDIT

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Students at Southern Ontario Collegiate have a number of responsibilities in order to obtain a credit. Students must;

- Behave in an appropriate manner
- Attend all classes at the prescribed time.
- Complete all assignments as requested by teachers.  
Students will be shown every consideration for extenuating circumstances which preclude completing work as assigned. Nonetheless, as a general rule, all work must be submitted as assigned.
- Submit all assignments on time.
- Complete in-class tests.
- Complete a summative assignment worth 30% of the final mark
- Obtain a minimum of 50% in any given course.

All student achievements are recorded on the reports in percentages.

## STUDENT CODE OF CONDUCT

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Southern Ontario Collegiate adopts a policy of zero tolerance to any violations of the student code of conduct. Infractions will result in immediate suspension and/or expulsion.

### STUDENTS RIGHTS AND RESPONSIBILITIES

The Student Code of Conduct explains the expectations that Southern Ontario Collegiate has of its scholars. Some instructors at the school have developed more specific rules and regulations designed to meet scholarly integrity. It is the responsibility of each instructor to make students aware of these expectations. It is the responsibility of each student to adhere to the Student Code of Conduct as well as any additional rules and regulations developed by individual instructors.

The Code of Conduct contains regulations which outline the limits of conduct considered to be consonant with the goals and well-being of Southern Ontario Collegiate.

### EDUCATION STATUTES AND REGULATIONS OF ONTARIO 2018 STATE:

301. (1) **Provincial code of conduct** – The Minister may establish a code of conduct governing the behaviour of all students in schools.
- (2) **Purposes** – The following are the purposes of the code of conduct:
1. to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
  2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
  3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
  4. To encourage the use of non-violent means to resolve conflict.
  5. To promote the safety of people in the schools.
  6. To discourage the use of cannabis, alcohol and illegal drugs.
  7. To prevent bullying in schools.

### SOC STAFF AND STUDENTS WILL:

1. Respect and comply with all applicable federal, provincial, and municipal laws
2. Demonstrate honesty and integrity
3. Respect differences in people, their ideas, and their opinions
4. Treat one another with dignity and respect at all times, and especially when there is a disagreement.



5. Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or ability.
6. Respect the rights of others.
7. Show proper care and regard for school property and the property of others.
8. Take appropriate measures to help those in need.
9. Seek assistance from a member of the school staff to resolve conflict peacefully.
10. Respect all members of the school community
11. Respect the needs of others to work in an environment that is conducive to learning and teaching.

## SAFETY

### ALL MEMBERS OF SOC COMMUNITY MUST NOT:

1. Engage in any bullying behaviours including cyber bullying
2. Commit sexual assault
3. Traffic weapon or illegal drugs
4. Give drugs to a minor
5. Commit theft or robbery (theft with violence)
6. Be in possession of any weapon, including firearms
7. Utter a threat or use any object to threaten or intimidate another person
8. Cause injury to any person with an object
9. Be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs
10. Inflict or encourage others to inflict mental or bodily harm on another person
11. Engage in propaganda and other forms of behaviour motivated by hate or bias
12. Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Southern Ontario Collegiate regards and treats students as responsible individuals who are free to organize their own lives, behaviour and associations, subject to Canadian laws and to the regulations of Southern Ontario Collegiate. These laws and regulations exist to ensure the rights of all students and staff at Southern Ontario Collegiate. With respect to students, these rights and the responsibilities which accompany them, include, but are not limited to, the following.

1. Students retain all ordinary rights as a citizen but, as students they continue to have the RESPONSIBILITY to abide by all Federal, Provincial and Municipal laws and regulations in addition to the Collegiate's own policies.

2. Students have the right to participate unhindered in the academic, intellectual, cultural and social life of Southern Ontario Collegiate. They have the responsibility to respect the rights of others to the same participation by refraining from actions that threaten or disrupt classes, meetings, events or other academic activities or that prevent others from freely expressing their views.
3. All students have the right to the safety and security of their own well-being in an environment free from harassment, intimidation, discrimination or assault. Students have the responsibility to treat others with respect and to refrain from acts of harassment, intimidation, discrimination or assault.
4. Students have the right to safety and security of personal property. Students have the responsibility to refrain from acts of theft, willful destruction or vandalism of the property of others.
5. Students have the right, subject to their compliance with Southern Ontario Collegiate's policies and rules, to the free and peaceful use of School property, grounds and facilities for all legitimate purposes. They have the responsibility to respect and maintain the integrity of such property, grounds and facilities so they may be equally available to others.
6. Students retain all ordinary rights as a citizen but, as students they continue to have the RESPONSIBILITY to abide by all Federal, Provincial and Municipal laws and regulations in addition to the Collegiate's own policies.
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## STUDENT CONDUCT

1. All students are expected to maintain a high standard of conduct based on the Statement of Student Rights and Responsibilities and appropriate to a community of scholarship and learning.
2. Students are expected to be individually responsible for their actions.
3. The use of physical violence is contrary to the aims of Southern Ontario Collegiate. Any form of assault, harassment, intimidation and/or threats of violence is strictly prohibited and may also be referred to civil authorities.
4. No person shall verbally or physically assault another person, threaten another person with bodily harm or knowingly cause another person to fear bodily harm.
5. No person shall knowingly create a condition that endangers the health, safety or well-being of another person.
6. No person shall threaten any other person with damage to such person's property or knowingly cause any other person to fear damage to her or his property.

## TOBACCO, VAPING, CANNABIS, ALCOHOL ABUSE AND ILLEGAL DRUGS

1. Policies and regulations on the consumption and possession of liquor, cannabis, tobacco, vaping products are controlled by the Province of Ontario. All are prohibited on school property
2. The possession, use or selling of illegal drugs is a criminal offence.
3. SOC's Smoking, Cannabis, Alcohol, Illegal Drug Policy is in the Student Handbook.

## ANTI-DISCRIMINATION POLICY

Discrimination and harassment are prohibited at Southern Ontario Collegiate. We view discrimination and harassment as serious human rights issues. Discrimination and harassment are demeaning to human dignity and are unacceptable in Southern Ontario Collegiate's healthy work environment. Discrimination and harassment will not be tolerated against any member of the College's community, teachers, staff and students alike.

Southern Ontario Collegiate affirms the right of every member of its constituency to live, study and work in an environment that is free from discrimination and harassment. Discrimination and harassment are incompatible with Southern Ontario Collegiate's high standard of professional ethics and with behaviour appropriate to such an institution of learning.

## DEFINITION OF SEXUAL HARASSMENT

Sexual harassment is defined as comment or conduct of a sexual nature directed at an individual or group by another individual or group of the same or opposite sex where it is known, or ought to reasonably be known, that this attention is unwanted. In this context sexual harassment includes but is not limited to:

- sexual assault
- Any reward or promise of reward, whether explicit or implicit for complying with a sexual solicitation or advance.
- Any reprisal or threat of reprisal, whether explicit or implicit, for refusing to comply with any sexual solicitation or advance.
- any harassing behaviour of a sexual nature, verbal or non-verbal, directed at one or more individuals or groups, that creates an intimidating, hostile or offensive environment or interferes with academic or work performance, in a manner that exceeds the bounds of freedom of expression and academic freedom
- discriminatory action based on sexual stereotyping
- Other harassing behaviours of a sexual nature, whether verbal or non-verbal. The following list of examples, while not exhaustive, may constitute sexual harassment depending on the context in which the incident takes place, the frequency and the severity of the incident and whether it is known, or ought reasonably to have been known, that the conduct was unwanted: an unwanted sexual solicitation or advance, sexist jokes causing embarrassment or offense, leering, the display of sexually offensive material, sexually degrading words used to describe an individual, derogatory or degrading remarks directed towards members of one sex or of one sexual orientation, sexually suggestive comments or gestures, inquiries or comments about a person's sex life, repeated offensive sexual flirtations, advance, propositions, demands for sexual favors, unwanted touching or patting, verbal abuse or threats of a sexual nature.

## STATEMENT OF PRINCIPLES

1. Sexual harassment is prohibited at Southern Ontario Collegiate. Sexual harassment is demeaning to human dignity and is unacceptable in a healthy work environment and one in which scholarly pursuit may flourish. Southern Ontario Collegiate will not tolerate the sexual harassment of any member of the Collegiate and will strive through education and deference to create an environment free from such behaviour on its premises.
2. Southern Ontario Collegiate affirms the right of every member of its school to live, study and work in an environment which is free from sexual harassment. Behaviour constituting sexual harassment as defined is incompatible with the standards professional ethics and with behaviour appropriate to an institution of learning.

3. Southern Ontario Collegiate will maintain an environment in which students and teaching and non-teaching staff can engage in free inquiry and open discussion of all issues. An academic and free community must also include freedom of movement and freedom of access to facilities and resources without fear of harassment, discrimination or violence.
4. Sexual harassment is a serious human rights issue. It can be exacerbated by discrimination on other grounds such as disability, race, religion, ethnic origin or sexual orientation.
5. Southern Ontario Collegiate recognizes its legal and moral responsibility to protect all its members from sexual harassment and to take action if such harassment does occur.
6. Southern Ontario Collegiate adopts a policy of zero tolerance to any violations of the student code of conduct. Infractions will result in immediate suspension and/or expulsion.

## LEARNING TOOLS IN THE 21ST CENTURY

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All students are required to have access to a fully operating computer with reliable wifi. Audio/visual capacity (microphone, speaker, camera) and a current word processing program are essential.

SOC provides opportunities for synchronous Remote Learning where appropriate. Online courses are available through a separate application process.

## SOC TECHNOLOGICAL RECOMMENDATIONS AND REQUIREMENTS FOR ONLINE AND REMOTE LEARNING

### Basic computer specs

- A processor of 2.4GHz or faster, Intel or AMD
- 4GB of RAM (8 GB of RAM recommended)
- 250 GB hard drive or higher
- A high-speed internet connection (1.5 Mbps upload and download required; 5 Mbps or better preferred)
- Monitor and video card with 1024x768 or greater resolution
- Keyboard and mouse
- Speakers/headphones and a microphone
- A web camera capable of video web conferencing

### **Operating System**

- Microsoft Windows 10 or newer
- Apple macOS 10.14 or newer

### **Web Browser**

- Google chrome, latest version preferred
- Microsoft Edge, latest version preferred

### **Software**

- Microsoft Office, web version is provided by SOC to all the students via Office 365
- Adobe Reader, the latest version is recommended
- Antivirus software, updated regularly, is strongly recommended
- Local administrative privileges on the computer may be required to allow for software installation and to configure computer settings

## **ACADEMIC INTEGRITY POLICY**

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### **LATE AND MISSED ASSIGNMENTS**

1. Each secondary credit is planned and scheduled for 110 hours. Each student has the responsibility to attend all classes and be punctual. Students must provide evidence of their learning within the established timelines. Due dates for assignments and scheduling of tests and exams are communicated well in advance.
2. If a student is unable to meet the timelines, the student must meet with the teacher to make alternative arrangements. A student who does not complete the required 30% examination or other summative performance task must meet with the principal and subject teacher to discuss the consequences based on the student's circumstances. If a student does not communicate with the teacher or the principal, the student will be disqualified from the assessment.

### **ACADEMIC HONESTY**

All assessment of student learning is based on the premise that the work is an honest reflection of the student's achievement.

1. Copying or other forms of cheating on assignments, test, exams, will disqualify the student from the assessment.
2. Electronic devices may not be accessible during class, tests, or exams, unless the teacher has directed that use is required or permitted. Only a calculator approved by the teacher may be used. Unauthorized use of an electronic device such as telephone, android, or computer for any reason will disqualify the student from the assessment.

3. Assignments that are purchased or copied from any source will not be evaluated. Assignments that are obtained through the use of Artificial Intelligence programs or apps will not be evaluated.
4. Assignments that were previously submitted for another course will not be evaluated.
5. An SOC student who shares, sells or fraudulently presents work claiming to be that of another student will be disqualified from final assessment in that course or other courses of that semester.

## PLAGIARISM

Plagiarism is the use of words, ideas or images without giving appropriate credit to the original creator. Plagiarism is a form of cheating.

The subject teacher will establish that students have been taught the protocol and standards for the citing of sources for the subject area.

1. First Offence: The teacher will review the process of citing work to ensure the student understands what is academically required.
2. Second Offence: The student will be given an alternative assignment.
3. Third Offence: The student will be disqualified from the assessment.
4. This policy will be reviewed annually.

## ONTARIO SECONDARY SCHOOL DIPLOMA

Students entering Southern Ontario Collegiate will comply with the policies and requirements that are set out in the *Ontario Secondary Schools, Grades 9-12: Program and Diploma Requirements, 1999* and/or *Education Policy and Program Update to April 30, 2010*.

## WHAT DO YOU NEED TO GRADUATE FROM HIGH SCHOOL?

### 18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:		Plus one credit from each of the following groups:	
4	credits in English (1 credit per grade)*	1	<b>Group 1:</b> <ul style="list-style-type: none"> <li>English or French as a 2nd language**</li> <li>a Native language</li> <li>a classical or international language</li> <li>social sciences and the humanities</li> <li>Canadian and world studies</li> <li>guidance and career education</li> <li>cooperative education***</li> </ul>
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 & physical education		
1	credit in French as a 2nd language		
0.5	credit in career studies		
0.5	credit in civics		
<b>In addition, students must complete:</b>		1	<b>Group 2:</b> <ul style="list-style-type: none"> <li>health and physical education</li> <li>the arts</li> <li>business studies</li> <li>French as a second language**</li> <li>cooperative education***</li> </ul>
✓	12 optional credits†		
✓	40 hours of community involvement activities		
✓	the provincial literacy requirement	1	<b>Group 3:</b> <ul style="list-style-type: none"> <li>science (Grade 11 or 12)</li> <li>technological education</li> <li>French as a second language**</li> <li>computer studies</li> <li>cooperative education***</li> </ul>
✓	40 hours of community involvement activities		
✓	the provincial literacy requirement		

\* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

\*\* In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.



## ONTARIO SECONDARY SCHOOL LITERACY TEST

All students must meet the literacy graduation requirement. Most students meet the requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT). Normally students take this test when they are in grade 10. The test serves both determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation.

Students who are working towards an Ontario Secondary School Diploma and who do not successfully complete the Ontario Secondary School Literacy Test will have the opportunities to retake the test or to successfully complete the Ontario Secondary School Literacy Course. This course has been developed to provide students who have been eligible to write the test but have been unsuccessful an alternative means of demonstrating their literacy skills. Students who successfully complete this course will have met the provincial literacy requirement for graduation and will earn one credit.

As communicated in the Memorandum of May 4, 2021, students in grades 10 and 11 and non-graduating students, including those who are learning remotely, are required to work towards the literacy graduation requirement, through participating in the Ontario Secondary School Literacy Test (OSSLT) or completing the Ontario Secondary School Literacy Course (OSSLC). To provide maximum flexibility for students to acquire the literacy graduation requirement, particularly for students enrolled in remote learning, students can be enrolled in the OSSLC without having attempted the OSSLT in 2023-2024.

A curriculum policy document outlining the requirements for the Ontario Secondary School Literacy Course (OLC 40) was released in 2003. Students who had had two opportunities to take the OSSLT and had failed it at least once were eligible to enroll in OLC40.

Revisions to this document in 2004 granted principals the discretion to allow a student to enroll in the OLC40 before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student. Further revisions in August 2009 stipulate that mature students may enroll in the OLC40 without having attempted and failed the OSSLT; clarify that the credit earned for successfully completing the OLC40 may be used to meet the Grade 11 (OLC30) or the Grade 12 (OLC40) compulsory credit requirement in English; OLC40 may be used as a substitution to meet requirements for compulsory credits.

**Accommodations:** The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan have a fair and equal opportunity to successfully complete the secondary school literacy test. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

**Deferrals:** Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a second language who have not yet acquired the level of proficiency in English required for successfully completing the test. The principal will make the decision and/or initiate consideration of a deferral.

**Exemptions:** Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal be exempted from participating in the secondary school literacy test.

## MANDATORY FORTY HOURS OF COMMUNITY INVOLVEMENT

Completion of forty hours of community involvement activities at any time during the student's years in the secondary school program is mandatory for the Ontario Secondary School Diploma. Community involvement activities may take place in a variety of settings: not-for profit organizations, public sector institutions and informal settings.

\*The Guidance Department will assist students in selection and placement in order to complete this valuable piece of academic training. This requirement is to be completed outside students' normal instructional hours with appropriate documentation (prior approval in writing and documented and confirmed supervision. Forms will be distributed at orientation.

\*\*Community involvement activities may not begin before enrolment.

## INELIGIBLE ACTIVITIES

The Ministry of Education and Training has developed the following list of activities that may not be chosen as involvement activities. An ineligible activity is an activity that:

- Is a requirement of a class or course in which student is enrolled
- Takes place during the time allotted for the instructional program on a school day. Students' lunch breaks or spare periods are permitted for an eligible activity.
- Takes place in a logging or mining environment, if the student is under sixteen years of age;
- Takes place in a factory, if the student is under fifteen years of age;
- Takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;

- Would normally be performed for wages by a person in the workplace;
  - Involves the operation of a vehicle, power tools, or scaffolding;
  - Involves the administration of any type or form of medication or medical procedure to 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 recreational activities;
  - Involves activities for a court-ordered program.

#### ELIGIBLE ACTIVITIES:

- Hospitals
- Seniors’ homes charities
- Local government (promoting positive environmental awareness)
- Service clubs
- Youth programmes
- Sports/recreation (contributing to the health and well-being of members of the community)
- Fund-raising
- Community events and/or projects
- Environmental projects and or work that supports ethical work of a global nature
- Volunteer work with seniors
- Committee work
- Religious activities
- Arts and culture
- School community service (structured tutoring, mentoring visiting and coaching)
- Theatre groups
- Food banks and/or various meal programmes
- An event or activity designed to be of benefit to the community
- Supporting a not-for-profit agency

Where an event or activity does not clearly fall within the previously stated guiding principles, the parents and student may apply in writing to the Principal who has the discretionary authority to approve or deny such requests. For students from outside Ontario who do not

have Ontario credits and who have completed Grade 10, 11, or more than grade 11, the principal will determine the number of hours of community involvement required.

### SUBSTITUTIONS FOR COMPULSORY COURSES

The principal of Southern Ontario Collegiate may replace **up to three** compulsory courses with courses from the remainder of those that meet the compulsory credit requirements. A maximum of one credit earned for a learning strategies course may be used through substitution to meet compulsory credit requirements.

In all cases, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. The principal may also initiate consideration of whether a substitution will be made. Each substitution will be noted on the student's Ontario Student Transcript.

### ONTARIO SECONDARY SCHOOL CERTIFICATE

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Students who decide to leave Southern Ontario Collegiate before graduation will be granted upon request, the Ontario Secondary School Certificate, providing they have earned a minimum of 14 credits (7 compulsory and 7 optional).

Compulsory credits must include the following: (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 compulsory credit requirement for one credit in the arts or technological education has been modified to include a credit in computer studies.

## THE CERTIFICATE OF ACCOMPLISHMENT

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Please see page 51 for details of the Certificate of Accomplishment.

## DEFINITION OF A CREDIT

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A credit is granted by the principal on behalf of the Minister of Education upon successful completion (a mark of at least fifty) of a course scheduled for a minimum of 110 hours of classroom instruction.

A half credit may be granted for each 55 hour part of a 110 hour ministry-developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

For the purpose of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework).

## DEFINITION OF THE TYPES OF COURSES

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In grade 9, SOC follows the Ministry of Education's de-streaming processes (coded W) as they are implemented. Academic courses emphasize theory and abstract problems. Applied courses focus on practical applications and concrete examples. Open courses are designed to prepare students for further study in certain subjects and to enrich their education generally. Grade 10 courses continue to be offered in applied, academic, and open as identified by the Ministry.

**Open courses** in grades 9 and 10 are offered in all subjects other than those offered as academic and applied. These courses comprise a set of expectations that are suitable for all students at a given grade level. These courses are designed to provide students with a broad educational base that will prepare them for their studies in grades 11 and 12.

In grades 11 and 12, **university preparation courses**, include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. **College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers.

**Open courses** in grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their postsecondary goals, but that reflects their interests. These courses are appropriate for all students regardless of post-secondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. They are not designed with the specific requirements of university or college programs or the workplace in mind.

For more complete information on these courses and their destinations and limitations, please contact our guidance office.

## **AN EXPLANATION OF THE COURSE CODING SYSTEM**

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The first three characters of the course codes are those given in the Ministry of Education's list of common course codes.

The fourth character indicates the grade of a course, as follows: 1 (grade 9), 2 (grade 10), 3 (grade 11), and 4 (grade 12).

The fifth character indicates the type of course, as follows: W (de-streamed), D (academic) P (applied), O (open), E (workplace preparation), C (college preparation), U (university preparation), M (university/college preparation), and T (transfer).

## **NON-CREDIT COURSES**

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### **INTENSIVE ENGLISH:**

This course is designed for the student who presents with limited or no language acquisition. The aims and objectives of this class are to provide students with an intensive introduction to practical aspects of the English language, including vocabulary, syntax and the conventions of idioms.

## CREDIT COURSES

### ESL ENGLISH AS A SECOND LANGUAGE

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#### **ESLAO ENGLISH AS A SECOND LANGUAGE LEVEL 1, OPEN**

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using Basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada. **Prerequisite:** None

#### **ESLBO ENGLISH AS A SECOND LANGUAGE LEVEL 2, OPEN**

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

#### **ESLCO ENGLISH AS A SECOND LANGUAGE LEVEL 3, OPEN**

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

**ESLDO ENGLISH AS A SECOND LANGUAGE LEVEL 4, OPEN**

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

**\*Successful completion of this credit is a prerequisite for grades 9 and 10 English programs.**

Prerequisite: ESLCO or equivalent

**ESLEO ENGLISH AS A SECOND LANGUAGE LEVEL 5, OPEN**

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

**\*\* Successful completion of this credit is a prerequisite for grades 11 and 12 English programs**

Prerequisite: ESLDO or equivalent



**GRADES 9/10 INTERMEDIATE LEVEL**

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**AMU10      MUSIC, GRADE 9**

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

Prerequisite: None

**BTT10      INFORMATION & COMMUNICATION TECHNOLOGY IN BUSINESS, GRADE 9**

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

**CGC1D      GEOGRAPHY OF CANADA, GRADE 9**

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

Prerequisite: None

**ENG1W**      **ENGLISH, GRADE 9**

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.

Prerequisite: None

**MTH1W**      **MATHEMATICS, GRADE 9**

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.

Prerequisite: None

**SNC1W**      **SCIENCE, GRADE 9**

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

Prerequisite: None

**ADA20**      **DRAMA, GRADE 10, OPEN**

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Prerequisite: None

**AMU20**      **MUSIC, GRADE 10, OPEN**

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Prerequisite: None

**BBI20**      **BUSINESS STUDIES, GRADE 10, OPEN**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Prerequisite: None

**BTT20**      **INFORMATION & COMMUNICATION TECHNOLOGY IN BUSINESS, GRADE 10, OPEN**

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

**CHC2D**      **CANADIAN HISTORY SINCE WORLD WAR 1, ACADEMIC**

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.

**Prerequisite:** None

**CHV20**      **CIVICS, GRADE 10 .5 CREDIT**

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

**Prerequisite:** None

**ENG2D**      **ENGLISH, GRADE 10, ACADEMIC**

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.

**Prerequisite:** ENG1W de-streamed English Grade 9  
 \*\*where applicable successful completion of ESLDO/ESLEO

**GLC20 CAREER STUDIES, GRADE 10 .5 CREDIT**

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management –including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

**HFN20 FOOD AND NUTRITION, GRADE 10, OPEN**

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

Prerequisite: None

**MPM2D PRINCIPLES OF MATHEMATICS, GRADE 10, ACADEMIC**

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 de-streamed Mathematics Grade 9

**PPL20 HEALTHY ACTIVE LIVING, GRADE 10**

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

**Prerequisite:** None

**SNC2D SCIENCE, GRADE 10, ACADEMIC**

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 de-streamed Science Grade 9

**TGJ20 COMMUNICATIONS TECHNOLOGY, GRADE 10, OPEN**

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

**Prerequisite:** None

**GRADE 11 SENIOR LEVEL**

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**AMU30      MUSIC, GRADE 11**

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

Prerequisite: None

**BMI3C      MARKETING: GOODS, SERVICES, EVENTS, GRADE 11, COLLEGE**

This course introduces the fundamental concepts of product marketing, which include the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

Prerequisite: None

**BTA30      INFORMATION & COMMUNICATION TECHNOLOGY: THE DIGITAL ENVIRONMENT, GRADE 11, OPEN**

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies.

Prerequisite: None

**CGG30 TRAVEL & TOURISM: A GEOGRAPHIC PERSPECTIVE, GRADE 11, OPEN**

This course 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:** Issues in Canadian Geography, Grade 9, Academic or Applied

**CIE3M THE INDIVIDUAL AND THE ECONOMY, GRADE 11, UNIVERSITY/COLLEGE**

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

**Prerequisite:** Canadian History, Grade 10, Academic or applied

**ENG3U ENGLISH, GRADE 11, UNIVERSITY PREPARATION**

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

**Prerequisite:** English, Grade 10, Academic, \*\*where applicable ESLEO



**EPS30 PRESENTATIONS AND SPEAKING SKILLS**

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.

**Prerequisite:** English Grade 10 Academic /Applied

**GWL30 DESIGNING YOUR FUTURE**

This course prepares students to make successful transitions to post-secondary destinations as they investigate specific post-secondary 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 focus their portfolios on their targeted destination and develop an action plan for future success.

**Prerequisite:** None

**ICS3U INTRODUCTION TO COMPUTER SCIENCE, GRADE 11, UNIVERSITY**

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

**Prerequisite:** None

**MCF3M      FUNCTIONS AND APPLICATIONS, GRADE 11, UNIVERSITY/COLLEGE PREPARATION**

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      MATH, GRADE 11, UNIVERSITY PREPARATION**

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

**Prerequisite:** Principles of Mathematics, Grade 10, Academic

**MEL3E      MATHEMATICS FOR WORK AND EVERYDAY LIFE, GRADE 11, WORKPLACE PREPARATION**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** MTH1W de-streamed Mathematics Grade 9, or a ministry-approved locally developed Grade 10 mathematics course.

**PPZ3C HEALTH FOR LIFE, GRADE 11, COLLEGE PREPARATION**

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the *Vitality* approach to healthy living—an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.

**Prerequisite:** None

**SB13U BIOLOGY, GRADE 11, UNIVERSITY PREPARATION**

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

**Prerequisite:** Science, Grade 10, Academic

**SCH3U CHEMISTRY, GRADE 11, UNIVERSITY PREPARATION**

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 behavior of bases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

**Prerequisite:** Science, Grade 10, Academic

**SPH3U PHYSICS, GRADE 11, UNIVERSITY PREPARATION**

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. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society.

**Prerequisite:** Science, Grade 10, Academic

**TFJ3C HOSPITALITY AND TOURISM, GRADE 11, COLLEGE PREPARATION**

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends.

Prerequisite: None

**TGJ3M COMMUNICATIONS TECHNOLOGY, GRADE 11, UNIVERSITY/COLLEGE**

This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production and broadcast journalism. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Students will also develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications fields.

Prerequisite: None

**GRADE 12 SENIOR LEVEL**

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**ADA4M      DRAMA, GRADE 12, UNIVERSITY/COLLEGE**

This course 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 texts 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:** Drama, Grade 11, University/College Preparation

**AVI4M      VISUAL ARTS, GRADE 12, UNIVERSITY/COLLEGE**

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

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

**BAT4M      FINANCIAL ACCOUNTING PRINCIPLES, GRADE 12, UNIVERSITY/COLLEGE**

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.

**Prerequisite:** Financial Accounting, Grade 11, University /College Prep.

**BBB4M INTERNATIONAL BUSINESS FUNDAMENTALS, GRADE 12 UNIVERSITY/COLLEGE**

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

Prerequisite: None

**BOH4M BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS, GRADE 12, UNIVERSITY/COLLEGE**

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

Prerequisite: None

**CGW4U WORLD ISSUES: A GEOGRAPHIC ANALYSIS, GRADE 12 UNIVERSITY**

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world.

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

**CHI4U CANADA: HISTORY, IDENTITY AND CULTURE, GRADE 12, UNIVERSITY**

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history.

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

**CIA4U ANALYZING CURRENT ECONOMIC ISSUES, GRADE 12, UNIVERSITY PREP**

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

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

**CLN4U CANADIAN AND INTERNATIONAL LAW, GRADE 12, UNIVERSITY PREP**

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

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

**ENG4C ENGLISH GRADE 12, COLLEGE PREPARATION**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

**Prerequisite:** English, Grade11, College Preparation

**ENG4U ENGLISH, GRADE 12, UNIVERSITY PREPARATION**

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 work place.

**Prerequisite:** English Grade 11, University Preparation.

\*\*where applicable ESLEO

**HHS4U FAMILIES IN CANADA, GRADE 12, UNIVERSITY PREPARATION**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze 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.

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



**HSB4U****CHALLENGE AND CHANGE**

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse 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 university or university/college prep course in Social Sciences and Humanities, English, or Canadian and World Studies

**ICS4U****COMPUTER SCIENCE, GRADE 12, UNIVERSITY PREPARATION**

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 analyse 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:** Intro to Computer Science, Grade 11, University

**MCV4U****CALCULUS AND VECTORS, GRADE 12, UNIVERSITY PREPARATION**

This course builds on students' previous experience with functions. 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, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modeling of real-world relationships. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

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

**MDM4U MATHEMATICS OF DATA MANAGEMENT, GRADE 12 UNIVERSITY PREP**

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of 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:** Grade 11. Functions and Relations University Preparation or Functions, Grade 11 University/College

**MHF4U ADVANCED FUNCTIONS, GRADE 12, UNIVERSITY PREPARATION**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

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

**PSK4U KINESIOLOGY, GRADE 12, UNIVERSITY PREPARATION**

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

**Prerequisite:** Any Grade 11 University/college prep course in science or any Grade 11 or 12 course in Health and Physical Ed.

**OLC40**      **ONTARIO LITERACY COURSE, GRADE 12**

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.

**Eligibility requirement:** students in grades 10 and 11 and non-graduating students, including those who are learning remotely, are required to work towards the literacy graduation requirement, through participating in the Ontario Secondary School Literacy Test (OSSLT) or completing the Ontario Secondary School Literacy Course (OSSLC). To provide maximum flexibility for students to acquire the literacy graduation requirement, particularly for students enrolled in remote learning, students can be enrolled in the OSSLC without having attempted the OSSLT in 2023-2024.

**SBI4U**      **BIOLOGY, GRADE 12, UNIVERSITY PREPARATION**

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

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

**SCH4U**      **CHEMISTRY, GRADE 12, UNIVERSITY PREPARATION**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

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

**SPH4U      PHYSICS, GRADE 12, UNIVERSITY PREPARATION**

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

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

**TGJ4M      COMMUNICATIONS TECHNOLOGY, GRADE 12, UNIVERSITY/COLLEGE**

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 news 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:** Communications Technology, Grade 11, University/College

## HOW TO GAIN ACCESS TO OUTLINES OF COURSES OF STUDY AND TO ONTARIO CURRICULUM POLICY DOCUMENTS

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Southern Ontario Collegiate offers de-streamed, academic, open, college and university preparation courses; all based upon the curriculum expectations set out in the Ministry of Education curriculum policy documents.

More complete outlines of courses of study may be accessed by contacting the school via e-mail or by contacting the course instructors directly. E-mail addresses may be obtained by contacting the school during regular business hours.

Because parents of students under the age of eighteen years need information on course content (since they must approve their child's choice of courses), and adult students need this information to help them choose their courses, all are urged to carefully examine all relevant courses of study. Ontario curriculum documents may be accessed on-line at <http://www.edu.gov.on.ca/eng/curriculum/secondary>

## EXPERIENTIAL LEARNING PROGRAMS

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Southern Ontario Collegiate does not offer any co-operative education or job-shadowing programs.

## POLICY REGARDING STUDENT WITHDRAWAL FROM GRADES 11 & 12 COURSES

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If a student withdraws from a grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered school, such as Southern Ontario Collegiate, the withdrawal is not recorded on the Ontario Student Transcript. If a student withdraws from a course after five instructional days following the issue of the first provincial report card in Southern Ontario Collegiate the withdrawal is recorded on the Ontario Student Transcript by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

## PROCEDURES RELATING TO CHANGING COURSE TYPES

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A student may enroll in a different type of course in a given subject in grade 10 than the type he or she completed in grade 9, although doing so may require additional preparation, as recommended by the principal in consultation with teachers. In the case of mathematics, however, the sole prerequisite for the grade 10 academic mathematics course is the grade 9 academic mathematics course. So a student who is planning to move from the grade 9 applied mathematics course to the grade 10 academic mathematics course must take either the designated transfer course or the grade 9 academic mathematics course.

In grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

## PRIOR LEARNING ASSESSMENT AND RECOGNITION

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Under the direction of the principal, the prior learning and recognition process is developed in compliance with ministry policy and involves “challenge” and equivalency. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in SOC may have their skills and knowledge evaluated against the expectations outline in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as PLAR or Prior Learning Assessment and Recognition. A maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses. The challenge process is the process whereby students’ prior learning is assessed for the purpose of granting a credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

This process involves two components: challenge and equivalency.

**CHALLENGE** refers to the process whereby students’ prior learning is assessed for the purpose of granting credit for a course developed from a curriculum policy document. Assessment instruments for this process must include formal tests (70% of the final mark) and a variety of other assessment strategies appropriate to the particular course (30% of the final mark). For students who are under the age of eighteen or are eighteen or over but have never left

high school for a year or more, a maximum of four credits may be granted through the challenge process for grade 10, 11, and 12 courses, with no more than two in any subject area.

The challenge process is an evaluation process and may not be used as a way for students to improve their mark in a course for which they have already earned a credit, or a way to obtain credit for a course they previously failed. Students may challenge for credit only for grade 10, 11, and 12 courses. Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process. A student will be permitted to challenge for credit for a specific course a second time after a reasonable interval, if the student can provide reasonable evidence that he or she is likely to be successful after having benefitted from additional study and experience during the interval.

**EQUIVALENCY** refers to the process whereby credentials from other jurisdictions are assessed for the purpose of granting credit for a course developed from a curriculum policy document. Students who are eligible for equivalence credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only.

**ASSESSMENT AND EVALUATION** through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation must be based on all strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student's level of achievement will be recorded as a percentage grade, in the same way as achievement in other courses.

Assessment and evaluation strategies for the challenge process must include formal tests (70% of the final mark) and a variety of other assessment strategies appropriate for the particular course (30% of the final mark). The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, and quizzes, and observation of student work.

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

## GRANTING EQUIVALENCY CREDITS

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When a student comes to Southern Ontario Collegiate, his/her transcript is evaluated to determine how many compulsory credits he/she has already earned and how many more credits are required in order for this student to secure their Ontario Secondary School Diploma. Determining equivalency involves the assessment of credentials from other jurisdictions based on the Ministry of Education's equivalency chart (2018).

In addition to the equivalency chart, SOC administers grade placement tests in English and Math to ensure the student has the prior knowledge, communication, inquiry and application skills to successfully complete the course expectations of the Ontario Curriculum.

## EVALUATION AND EXAMINATION POLICIES

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As of September 2010, assessment, evaluation, and reporting in Ontario schools is based on the policies and practices described in *Growing Success: assessment, Evaluation, and Reporting in Ontario Schools, 2010*.

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify student's difficulties as well as to detect weaknesses in programs. Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to students needs and for determining the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum and instructional approaches to students needs and for determining the overall effectiveness of programs and classroom practices.

Assessment is part of the learning process for both the student and the teacher. Assessment for and as learning occur during the process of learning. Assessment for and as learning are tools designed to keep both students and teachers aware of the objectives to be achieved, and to periodically inform them of intellectual and emotional progress. Assessment of learning (evaluation) takes place at the end of a unit of study, or of a period of time.

The purpose of assessment of learning is to determine the quality of a student's work on the basis of established achievement criteria, and to assign a value to represent that quality.



The final percentage grade for Grade 9-12 courses will be derived as follows:

- 70% of the grade will be based upon evaluations undertaken throughout the course. This portion of the grade should represent the student's most consistent level of achievement, with special consideration given to the more recent evidence of achievement.
- 30% of the grade will be based upon a final evaluation in the form of one or a combination of the following: an examination, a performance, an essay, or another method of evaluation suitable to the course content and expectations. The final evaluation should be administered at or towards the end of the course. There will be no exemptions from the final evaluation.

Assessment and evaluation will be based upon the provincial curriculum expectations (content standards) and the achievement levels (performance standards).

Assessment and evaluation must be based upon the categories of knowledge and skills and on the achievement level descriptions given in the Achievement Chart.

Two separate aspects of student achievement must be reported: achievement of curriculum expectations for the course and the corresponding level of achievement as described in the Achievement Chart.

Evaluation will be based on the provincial curriculum expectations, and on the achievement levels outline in the secondary curriculum policy documents. These levels of achievement are associated with percentage grades, and are defined as follows:

**80-100%**      **Level 4:** a very high to outstanding level of achievement. Achievement is above the provincial standard.

**70-79%**      **Level 3:** a high level of achievement. Achievement is at the provincial standard. A student achieving this level is well prepared for work in the next grade or the next course.

**60-69%**      **Level 2:** a moderate level of achievement. Achievement is below, but approaching, the provincial standard.

**50-59%**      **Level 1:** a passable level of achievement. Achievement is below the provincial standard.

**Below 50%**    **insufficient achievement of the curriculum expectations.** The student will not receive a credit for the course.

## REPORTING PROCEDURES

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Student achievement is communicated formally to students and parents by means of the **Provincial Report Card, Grades 9-12**. The report card documents the student's achievement in every course, at particular points in the school semester, in the form of a percentage grade. It also includes teacher's comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course.

At the end of each course, a final grade is recorded, and credit is granted for every course in which the student's grade is 50% or higher, reflecting achievement at Level 1 or above. The final grade for each course will be based in part on evaluations conducted throughout the course, and in part on a final evaluation. The relative weights (70%/30%) assigned to these two components are specified in curriculum policy documents.

A report card will be completed and filed in the **Ontario Student Record (OSR)** for each student who has been enrolled in Southern Ontario Collegiate for more than 6 weeks from the commencement of the reporting period. The report card, or an exact copy of it, will be forwarded to the family, but only with the written consent of the student if that student is 18 years of age or older.

At Southern Ontario Collegiate, as required by law, a student's record of courses and credits gained towards the requirements for the Ontario Secondary School Diploma is maintained on the **Ontario Student Transcript (OST)**, which is the official record of a student's academic achievement in high school. Credits for courses meeting the requirements of current Ministry of Education curriculum guidelines shall be entered on the student's transcript through the use of the common course code designation issued by the Ministry of Education. The Ontario Student Transcript contains a record of the following:

- All courses in all secondary school grades successfully completed before September 1, 1999;
- All Grade 9 and 10 courses begun and successfully completed during or after the 1999-2000 school year;
- All successful and unsuccessful attempts at completing Grade 11 and 12 courses and Ontario Academic Courses (OACs) made during or after the 1999-2000 school year;
- Identification of any course that has been substituted for one that is a diploma requirement;
- Confirmation that the student has completed the community involvement requirement;
- The student's final result on the provincial secondary school literacy test; and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course on an Ontario Academic Course.

If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered school, such as Southern Ontario Collegiate, the withdrawal is recorded on the Ontario Student Transcript by entering a “W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.

Students who repeat a Grade 11 or 12 course that they have previously completed successfully earn only one credit for the course. However, each attempt and the percentage grade obtained is recorded on the Ontario Student Transcript, an “R” is entered in the “Credit” column for the course(s) with the lower percentage grade.

The Ontario Student Transcript is a critical component of the Ontario Student Record. The Ontario Student Record houses a considerable quantity of information on students relating to their lives as students, their academic progress, their social and emotional characteristics, their involvement in school and community and their interactions with their families.

## **GUIDANCE AND EDUCATION AND CAREER PLANNING SUPPORTS**

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Upon arrival at the Collegiate, students are consulted and counseled on their educational goals. The great majority of students have very definite goals already in place. It is the policy of the Collegiate not to impede these goals but rather to help students achieve their greatest potential. In addition, all students enrolling after this date will also have a working Guidance and Career Education plan. Upon graduation or leaving SOC, students will receive counseling and guidance to assist them in their next steps.

The Collegiate will facilitate students in their post-secondary applications. SOC will assist in the following:

- submit application forms for universities/colleges outside of Ontario
- help students complete the Ontario University Application Centre’s Form 101
- collect the appropriate fees and duly submit them to post-secondary institutions
- obtain the required immigration forms and help students obtain visas for post-secondary pursuits
- write letters in reply to post-secondary institutions’ requests
- supply all the necessary materials for correspondence with post-secondary institutions
- telephone or fax to clarify any data
- supply post-secondary institutions’ brochures and other literature for student perusal
- make arrangements for student interviews or students’ English proficiency test if required

- Supply transcripts and letters of reference, upon request to assist in post-secondary application procedures.

*Creating Pathways to Success* sets out the new career development policy for Ontario schools, which requires the implementation of a comprehensive career/life planning program designed to help students achieve their personal goals and become competent, successful, and contributing members of society. This is a whole-school program delivered classroom instruction linked to the curriculum and through broader school programs and activities.

To promote success in school and life, it is essential for Ontario schools to provide opportunities and support for all students to plan their individual pathways through school and for each to make a successful transition to his or her initial postsecondary destination. As reflected in the *School Effectiveness Framework, 2013*, schools that adopt “pathways thinking” enhance every student’s outlook for success by:

- Supporting students in identifying their personal interests, strengths, needs, and aspirations and in using this knowledge of themselves to inform their choices of programs and learning opportunities;
- Providing a range of diverse and engaging learning opportunities, courses, and programs both in and outside the classroom, that meets the interests, strengths, needs, and aspirations of the students.

In order to succeed educationally, socially and in the workplace, students require effective work habits and the ability to make sound decisions, solve problems, plan effectively, work independently, communicate well, research, evaluate themselves realistically, and explore new educational and career opportunities. A carefully planned guidance and career education program will help students acquire these skills.

Students must learn and develop skills at school that will help them become more independent and responsible individuals. They must be able to apply what they learn in school to other areas of their lives. They must learn to work co-operatively and proactively with a wide range of people. A comprehensive guidance and career education programme will provide students with an understanding of the concepts in three areas of learning:

- Student development
- Interpersonal development
- Career development

The guidance and career education will help students relate what they learn in school to the community, understand and value education, recognize the learning opportunities available to them, make choices from among those opportunities, and adapt to changing

circumstances. Through learning activities that emphasize managing time, completing tasks, setting goals, resolving conflicts, volunteering, collaboration, and co-operating, students will learn self-discipline, personal and social responsibility, and respect for others from diverse cultures.

### **INDIVIDUAL PATHWAYS PLAN**

The Individual Pathways Plan (IPP) allows students to document their learning in education and career/life in an individual pathways plan. Such a plan will allow students to document evidence of their ongoing inquiry and development in the four areas of learning. In this way students will take responsibility for their learning and for planning their future.

Further the plan enables students to make decisions, set goals and develop and implement the steps needed to successfully complete secondary school and proceed to their initial postsecondary destination. Such planning for the transition from secondary school to postsecondary endeavours must be included as part of student learning in the compulsory grade 10 career studies course.

### **STRATEGIES AND RESOURCES FOR STUDENTS AND PARENTS TO SUPPORT EDUCATION PLANNING AND THE COURSE SELECTION PROCESS**

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Upon arrival at Southern Ontario Collegiate each student is counseled by the Guidance Counsellor to ensure that the courses they are taking are in keeping with their post-secondary destinations. This information is communicated to the parents. GLC 20, Career Studies, is available to support students development and achievement of personal goals for future, learning and work. In this course students assess their interests, skills and investigate current economic and workplace trends. The course explores postsecondary learning and career options. In addition, transcripts from students' home countries are reviewed to support remediation in, and achievement in English, Mathematics and Science.

All credit courses should be selected in keeping with the student's areas of strength in order to maximize his or her chances of success. Throughout the academic year, Southern Ontario Collegiate students attend mandatory tutorial sessions, as required. During these tutorial sessions, remedial instruction is offered to ensure a high degree of detailed course comprehension. Where remedial instruction would be redundant, enrichment instruction focusing on the student's particular areas of specific interest will be provided.

## INTERVENTION STRATEGIES, SUPPORTS AND RESOURCES

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### COURSE TRANSFERS AND CHANGES

If it becomes clear, after a reasonable period of time during which a student has been in attendance in a course, that the student is unable to complete that course of study successfully, then the student may be permitted to withdraw from that course and/or transfer to a more appropriate related course, but only after consultation among the principal, the parents/guardians and the student has taken place.

If students are allowed to transfer or change courses during the year, then every effort will be made to retain the coherence both of the student's programmes, and of all of the other characteristics involved in the initial planning of the student's courses of study. As with original course selections, all transfers or changes of course by students under the age of majority must also receive parental approval.

Where students who do not have Ontario credits are transferring from a school outside Ontario to Southern Ontario Collegiate, then the Principal will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

In particular, the principal will have specific regard to *Secondary Education in Canada: A Student Transfer Guide* prepared by the Council of Ministers of Education, Canada, which provides detailed information about the meaning of specific terms, systems of course numbering, credit requirements, examinations and grading practices, pattern of school organization, curriculum organization, and requirements for graduation from secondary education.

Students must successfully complete the provincial secondary school test of reading and writing or the Ontario Secondary School Literacy Course. The Principal of Southern Ontario Collegiate will determine the number of hours of community involvement activities that the student will have to complete. The results of these assessments will be noted in the students Ontario Student Record (OSR).

## SUPPORTS FOR ENGLISH LANGUAGE LEARNERS

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Southern Ontario Collegiate’s ESL department supports English language learners in terms of appropriate curriculum and recognizes the importance of the orientation process while being cognizant of the adjustment necessary for assimilation into a new social environment. To encourage students as they go through the “silent period”, SOC provides a supportive learning environment. Teachers are cognizant of the challenges these young people face and provide adaptations and accommodations.

A variety of strategies will be used to assist instruction and facilitate the success of these students. Students for whom English is not the first language will be granted accommodations (extra time, oral interview, demonstrations, and visual representations.)

SOC’s in-house tutor will play a vital role in incorporating these strategies and providing additional support. More complete information on support English language learners can be obtained from *The Ontario Curriculum, Grades 9-12: English as a Second Language and English Literacy Development, 2007*.

## SPECIAL EDUCATION – INDIVIDUAL EDUCATION PLAN

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An individual Education Plan (IEP) will be developed for exceptional students who have been accepted for admission to SOC. In most cases, learning and teaching strategies will be developed for the granting of credits for the Ontario Secondary School Diploma.

**Accommodations** refer to special teaching and assessment strategies, human supports, and or individualized equipment required by the student. The accommodations in no way alter the curriculum expectations for the grade level or course.

**Modifications** are changes made in the grade level expectations for a subject or course in order to meet a student’s learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level or increasing or decreasing the number and or complexity of the regular grade – level expectations. Depending on the extent of the modifications, the principal will determine whether the student is eligible to receive a credit for the course.

**Alternative** expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. They either are not derived from a provincial curriculum policy document or are modified so extensively that the Ontario curriculum expectations no longer form the basis of the student’s educational program. Alternative secondary courses are non-credit courses.

## ONTARIO STUDENT TRANSCRIPT

Reference: **Ontario Schools Policy 2016**

When a student is not receiving a credit, the course will be indicated on the Ontario Student Transcript as:

- M** modified curriculum expectations that do not lead to a credit
- A** alternative expectations which do not lead to a credit

## CERTIFICATE OF ACCOMPLISHMENT

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For students who receive M or A in the credit summary, a Certificate of Accomplishment may be awarded. “Students who are leaving secondary school upon reaching the age of 18 without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate (14 credits) 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 kinds of further training or who plan to find employment directly after leaving school. The certificate of Accomplishment is to be accompanied by the student’s Ontario Student Transcript. For students who have an IEP, a copy of the IEP may be included. “Reference: **Ontario Schools Policy 2016**”

## ALTERNATIVE WAYS TO EARN CREDITS

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Occasionally a circumstance may arrive when a student requires a course for graduation which is not being offered during SOC school year. Permission from the Principal of SOC is required before a student seeks an alternative means for earning a credit. The fees related to such a request are the sole responsibility of the student.

- A student may seek a course at a local school board or Inspected Private School to satisfy the credit requirement.
- Students may seek an International Languages credit provided by a local school board or Inspected Private Schools.
- Materials from the Independent Learning Centre may be obtained by SOC. A student who uses these will be under the direction of an SOC teacher.

## ONLINE COURSES AT SOC

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Online courses require a separate application process through the SOC ONLINE ACADEMY. Online courses are designed for independent learning with specific Ministry of Education guidelines and oversight. The principal of SOC will review all applications for online courses to determine that all prerequisites have been met.



## COMPUTER LAB AND RESOURCE CENTRE

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Southern Ontario Collegiate's computer lab is located in Room 304. The lab is used for computer courses and is available to students during the regular school day. Southern Ontario Collegiate is equipped with numerous Smart boards in many classes which also facilitate and promote student participation and learning.

The school endorses and enthusiastically supports peer tutoring and students taking ownership in the learning process. Southern Ontario Collegiate is located within five minutes to the city of Hamilton's main library. This public library houses the largest collection in the city and is a fine resource for all students, particularly English language learners (resource centre located on the fourth floor of the library).

In compliance with the **Assessment and Evaluation Policy Growing Success (2010)**, teachers build into the daily lesson plans opportunities for students to participate in diagnostic activities to determine Assessment for Learning. If learning gaps are identified, the teacher addresses these before beginning new expectations. Regular conversations and conferences with the teacher and peer groups support students through direct feedback of their learning. Teachers schedule individual tutorial help before and after school. Student Conferences with small peer groups provide intense enrichment and remediation. Multiple strategies and opportunities are given for students to demonstrate the overall course expectations. If required, a mandatory study hall is held for students who have been identified as needing extra support.

## COMMUNITY RESOURCES

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There are a number of community resources available to assist English language learners as well as the school population at large. Such resources include but are not limited to:

- Hamilton Public Health School Services
- Hamilton Parks & Recreation (special events)
- Hamilton Tourism & Information services
- Hamilton Art Gallery
- YMCA/YWCA
- Hamilton Public Library