

ELPIS COLLEGE SCHOOL CALENDAR

Last Revised: December 2024

1.	MISSION STATEMENT.....	3
2.	SCHOOL GOALS & PHILOSOPHY	3
3.	O.S.S.D.	4
3.1	Requirements for the OSSD.....	4
3.2	Compulsory Credits	4
3.3	Optional Credits.....	6
3.4	Community Involvement Requirements and Procedures.....	6
3.5	Literacy Graduation Requirement	7
3.6	Online-Learning Graduation Requirement	9
3.7	Policies on Substitutions for Compulsory Courses	9
3.8	Policies on Waiving Prerequisite Courses.....	9
3.9	Online Courses at Elpis College	10
3.10	Prior Learning Assessment Recognition (PLAR)	12
3.11	Policies and Procedures Relating to Transfer Courses or Changing Course Types.....	14
3.12	Policies on Independent/Private Study.....	15
3.13	Courses Earned through Other Means (Alternative Ways of Earning Credits)	15
3.14	Ontario Secondary School Certificate.....	15
3.15	Certificates of Accomplishment	16
4.	Credit Courses	17
4.1	Courses Offered at Elpis College and Prerequisites	17
4.1.1	English	17
4.1.2	Mathematics.....	17
4.1.3	Science	18
4.1.4	Business Studies.....	18
4.1.5	Classical and International Languages	18
4.1.6	French as a Second Language.....	19
4.1.7	English as a Second Language.....	19
4.1.8	Canadian and World Studies	19
4.1.9	Social Sciences and Humanities.....	20
4.1.10	Guidance and Career Education.....	20
4.2	Definition of a Credit	21
4.3	Definitions of Types of Courses Available in Ontario Curriculum	21

4.3.1	Types of Courses in Grades 9 and 10	21
4.3.2	Types of Courses in Grades 11 and 12.....	22
4.4	Course Coding System	24
4.5	Policies on Assessment and Evaluation	25
4.5.1	The Purposes, Nature, and Uses of Assessment	27
4.6	Methods and Descriptions of Evaluation.....	28
4.6.1	Final Exams	28
4.6.2	Late and Missed Assignments & Tests	28
4.7	Policies on Reporting Student Achievement	31
5.	RECORDING AND REPORTING	32
5.1	The OSR	32
5.2	Full Disclosure.....	33
6.	SCHOOL SERVICES	34
6.1	Available Resources and Support Services.....	34
6.2	Guidance and Career Education Program	34
7.	ROLES & RESPONSIBILITIES	35
7.1	Code of Behaviour	35
7.1.1	Respect for Self.....	35
7.1.2	Respect for Others.....	35
7.1.3	Respect for Property.....	35
7.1.4	Responsibility for Actions.....	35
7.1.5	Attendance	36
7.2	Achievement.....	37
8.	APPENDIX A	38
9.	APPENDIX B	40
10.	APPENDIX C.....	56
11.	APPENDIX D	57

1. MISSION STATEMENT

Elpis College integrates *hope*, *truth*, and *charity* into the entire curriculum and life of the school. We are an educational community striving for excellence through commitment and life-long learning. We are dedicated to providing our students with the best role models in our faculty and the most challenging curriculum. Elpis College believes in the importance and value of secondary education and, as such, endeavours to reach every student to help them achieve a successful outcome from the secondary-school experience. We will do our best to ensure that our students are prepared for whatever road in life they choose outside of our school. We aim to foster accomplishments in all areas of school life, encouraging our students to become responsible for their words, actions, and contributions to the world around them.

2. SCHOOL GOALS & PHILOSOPHY

Elpis College believes in fostering well-rounded individuals who are academically advanced and socially responsible. Our motto, “*not for the self, but for the world*”, encompasses the idea that each member of our community must have: Respect for Self, Respect for Others, Respect for Property, and Responsibility for Actions. We do our best to make sure that our students know that they are unique and important members of the global community with the responsibility to use their skills and talents to improve the world around them.

As part of our commitment to both the school and global communities, Elpis College complies with regulations provided by the Ministry of Education and public-health organizations, as well as best practices. Please see Appendix D for updates pertaining to and/or affecting the current school year.

3. O.S.S.D.

3.1 Requirements for the OSSD

Students who started Grade 9 in the fall of 2023 or before must earn:

- 18 compulsory credits
- 12 optional credits
- the literacy requirement
- at least 2 online-learning credits
- 40 hours of community-involvement activities

Students who started Grade 9 in the fall of 2024 or after must earn:

- 17 compulsory credits
- 13 optional credits
- the literacy requirement
- at least 2 online-learning credits
- 40 hours of community-involvement activities

It should be noted that all students are required to remain in secondary school until they have reached the age of 18 OR they have obtained an Ontario Secondary School Diploma.

3.2 Compulsory Credits

Students who started Grade 9 in 2023 or years prior must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)
 - The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or Grade 12 English compulsory credit requirement.
 - For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a Second Language (ESL) or English Literacy Development (ELD); the fourth credit must be a Grade 12 compulsory English course.
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian geography (Grade 9)
- 1 credit in Canadian history (Grade 10)

- 1 credit in the arts
- 1 credit in French as a second language
- 1 credit in health and physical education
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 3 additional credits, consisting of 1 credit from each of the following three groups:
 - Group 1: English (including the OSSLC); French as a second language; Native languages; First Nations, Métis, and Inuit studies; classical studies and international languages, social sciences and humanities, Canadian and world studies; guidance and career education; cooperative education; American Sign Language as a second language; Langue des signes québécoise langue seconde
 - Group 2: health and physical education; the arts; business studies; French as a second language; cooperative education; American Sign Language as a second language; Langue des signes québécoise langue seconde
 - Group 3: science (Grade 11 or 12); technological education; French as a second language; computer studies; cooperative education; American Sign Language as a second language; Langue des signes québécoise langue seconde

Note:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits (1 credit from Group 1, and 1 credit from either Group 2 or 3). Those who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory requirement for French as a second language.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

Students who started Grade 9 in 2024 or afterwards must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)
 - The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or Grade 12 English compulsory credit requirement.
 - For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a Second Language (ESL) or English Literacy Development (ELD); the fourth credit must be a Grade 12 compulsory English course.

- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in Canadian history (Grade 10)
- 1 credit in the arts
- 1 credit in French as a second language
- 1 credit in health and physical education
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from the STEM-related course group:
 - business studies, computer studies, cooperative education, mathematics (in addition to the 3 compulsory credits already required), science (in addition to the 2 compulsory credits already required), technological education (in addition to the 1 compulsory credit required)

3.3 Optional Credits

In addition to the 18 or 17 compulsory credits, students must earn 12 or 13 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in the school course calendar.

Please see **Course Selection From** for courses currently offered.

3.4 Community Involvement Requirements and Procedures

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This is in addition to the 30 credits needed for the OSSD. To promote community values by involving students in their community in a positive manner, students must complete the 40 hours of community activities outside of scheduled class time. They are also responsible for keeping a record of their activities. At Elpis College, students are required to take part in at least 10 hours of community service over each one-year period. A certificate to indicate community involvement in activities appropriate to their age, maturity, and ability will be given. Students are not allowed to partake in activities that might compromise their health or safety. Community involvement hours—completed while attending Elpis College—will be recorded on end-of-term report cards.

For more information, please visit <https://www.ontario.ca/page/get-your-high-school-volunteer-hours> and peruse **Appendix A** for the list of eligible (and ineligible) activities in fulfillment of this requirement.

3.5 Literacy Graduation Requirement

All students must meet the literacy graduation requirement, which is usually accomplished by successfully completing the Ontario Secondary School Literacy Test (OSSLT). A curriculum policy document outlining the requirements for the Ontario Secondary School Literacy Course (OSSLC) was released in 2003. The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

“A student who has been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice and who has been unsuccessful at least once is eligible to enroll in the Ontario Secondary School Literacy Course (OSSLC). A student may be permitted to take the OSSLC 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 to do so. Under special circumstances, and at the discretion of the principal, a student who has already met the literacy requirement for graduation purposes may be eligible to take the course. A mature student may enroll directly in the OSSLC without first attempting the OSSLT.” More information on this can be found at: http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descr_i9e.pdf.

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy.

From time to time, Elpis College will offer the OSSLC. We offer the course only when the situation satisfies particular demands, including teacher and facility availability and student registration. To register for the OSSLC at Elpis College, we advise students to notify us of their intent to register for the course *as soon as they receive unsatisfactory OSSLT scores*. Students (and parents) must

fill out a registration form and pay any fees as soon as possible to ensure a spot in the next Literacy Course offered.

When Elpis College offers the OSSLT, the school ensures that accommodations and special provisions are made for those who require them, as outlined by the EQAO. These accommodations and special provisions may involve:

- Setting (adjustments to environment)
- Presentation format (administration formats of assessment)
- Response format (permitted formats for student response)

Accommodations, special provisions, deferrals, and exemptions can be made on a case-by-case basis. Any special circumstances will be noted in the student's file and/or OSR.

For students with special education needs, accommodations specified in the student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Students who were receiving special education programs and/or services and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enrol directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered. In such cases, the student must have been present to take the test but the required accommodations, or a reasonable alternative to them, were unavailable to the student during the whole test or part of the test.

For more information, refer to the latest EQAO resources, found at <https://eqao-kb-osslt.lswp.vretta.com/>

3.6 Online-Learning Graduation Requirement

Students, including adult learners, who started Grade 9 in the 2020-21 school year or later must earn at least 2 online-learning credits to obtain the OSSD.

Students who were in Grade 9 and learning remotely when all schools were closed (April – June 2021) can count 1 of the high-school credits earned towards the 2 online-learning credits needed to graduate.

Students may opt out of the mandatory online courses required for graduation by filling out and submitting a form to administration. No academic penalties will be faced; however, all other applicable graduation requirements must be completed.

3.7 Policies on Substitutions for Compulsory Courses

Elpis College allows students to take some courses in substitution for compulsory courses. If a student wishes to make a substitution, he/she must put the request in writing—outlining the courses the student wishes to substitute and the reasons for the request—and submit it to the principal. The principal initiates the process of making substitutions for compulsory courses. The final decision on which courses are eligible for substitution and which courses are eligible as substituted courses resides with the school. There is a limit of three compulsory-course substitutions possible. Forms are available from Administration.

3.8 Policies on Waiving Prerequisite Courses

A prerequisite course is one that is deemed essential for the successful understanding and completion of a subsequent course. Schools can make exceptions in certain circumstances that render taking a prerequisite course unnecessary. The most common reasons for waiving a course are:

Advanced/External Education: If a student has extended external experience (through a job or volunteer work, for example) or has taken a significant number of related courses elsewhere (from a non-credit-granting institution), prerequisites for a credit course may be waived.

International Education: A student coming from another country in which a course similar to the Ontario prerequisite was *successfully passed* may be eligible to have prerequisites waived.

Homeschooled Students: Homeschooled students may have learned appropriate and sufficient content outside of regular credit courses to make waiving some prerequisites logical.

Elpis College reserves the right to waive prerequisite courses for students on a case-by-case basis. Students wishing to waive a prerequisite must put their requests in writing and submit them to the principal. In all cases, students must provide documented evidence to support their request. Documents can include, but are not limited to, *certificates of achievement*, *report cards accompanied by course outlines/content*, and *school affidavits*. If no documents can be provided, students must successfully pass an assessment (of knowledge and skills) equivalent to the prerequisite course's final exam. The final decision on whether a prerequisite can be waived resides with the school. Forms are available from Administration.

3.9 Online Courses at Elpis College

Elpis College offers students the opportunity to obtain high-school credits via online courses. The same mandatory components as in-person classes are present in online classes: a minimum of 110 hours of study, access to course outlines, availability of student-teacher and teacher-parent conferences, curriculum-based lessons, etc.

All courses have specified start and end dates. Class schedules will be provided at the start of each course. Students are expected to log into Google Classroom on a daily basis to access teacher-provided instructions and materials. Depending on the nature of the lesson, students may be able to work independently or collaboratively. Instructor-led lectures are delivered synchronously, so students are expected to attend all scheduled classes.

Students in online courses are expected to have reliable access to: the internet during scheduled classes (for lectures) and outside class hours (for homework, tasks, etc.); Google Classroom and a Gmail account; and conferencing platforms (e.g., Zoom, Skype, Teams, and Meet). During the first lesson, teachers will go over with students the codes of conduct regarding online behaviour, including responsible uses of the Internet during class time, best practices for security and privacy, and expectations for online interactions among students and teachers.

As with in-person classes, students are expected to log in on time to scheduled lessons and to remain for the duration of the class. Teachers will always inform admin of tardy and absent students; admin may contact the student and/or parents directly if the student has not logged into class within an acceptable time (as outlined by each instructor). Attendance behaviour and patterns will be noted and shared with parents if necessary.

Specific submission dates for major tasks, class requirements, lesson materials, and major announcements will always be available via Google Classroom for those who are registered in the relevant course. All classes are delivered synchronously, so all work is assigned, monitored, and submitted online. Teachers may provide offline time to complete specific tasks, such as homework, where applicable. Student activity is monitored daily; progress and achievements, as well as areas of concern, are tracked through recorded observations, conversations, and products. Feedback is provided through written or oral online communication.

All exams are written online under the supervision of the class instructor.

3.10 Prior Learning Assessment Recognition (PLAR)

The PLAR process, as written by the Ministry of Education website, found on <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-129>, states:

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: “challenge” and “equivalency”.

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

Regulations and Procedures

1. Elpis College will carry out the responsibilities as outlined in PPM 129 and OSS (1999).
2. Students wishing to challenge a credit will obtain an application form from the main office and submit it, along with relevant documentation, to the principal.
3. The principal or designate, the teacher adviser/guidance counsellor and appropriate subject department head will meet with the student (and parent(s)/guardian if the student is less than 18 years old) to review the application. At this time, it will be determined whether reasonable evidence for success exists and whether the challenge should occur.
4. If it is agreed that the challenge should occur, the appropriate staff will meet with the student (and parent(s)/guardian, where applicable) to review the application, provide materials related to the course being challenged, and to establish a timeline for assessing the challenge for credit of a course.
5. All assessments will be recorded to determine the successful completion of the challenge. Credits will be recorded on the student’s Ontario Student Transcript (OST) in accordance with Ministry policy.

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

Regulations and Procedures

1. Equivalency credits will be granted in accordance with PPM 129 and OSS (1999) **for placement only** for students who transfer to Elpis College from non-inspected private schools or schools outside of Ontario.
2. Students requesting equivalency credits will meet with the principal and appropriate staff upon registration to determine eligibility and to submit **relevant documentation** (e.g., report cards, transcripts, affidavits on letterhead, etc.)
3. Elpis College will grant equivalency credits for placement based on documentation submitted by students and using Appendix 8 of the OSS as a guide.
4. Equivalency credits will be recorded in accordance with Ministry policy.

Challenge and equivalency procedures are available to mature students, but the requirements differ because of their broader life experience. To determine if a student can use school credits/experiences as course equivalents or if he/she can challenge for a credit, the student must request an interview with the school. At the interview, the College will review information provided and will determine which, if any, credits/experiences can be granted equivalency or may be used to challenge for credit. Students are responsible for providing Elpis with school-related or experiential documentation to assist in their challenge and/or equivalency requests. Credits and equivalencies obtained through PLAR will be recorded in students’ OSR folder.

All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the relevant courses.

For complete information on the PLAR process, including an exhaustive list of inclusions and exclusions, please visit the Ministry of Education site.

3.11 Policies and Procedures Relating to Transfer Courses or Changing Course Types

Elpis College allows course transfers to occur no later than three school days after the first class of either course. No notation will be entered on the OST if the transfer occurs during this period. Transfers will only be accommodated if the change does not negatively affect either course based on class numbers, room occupancy numbers, and other pertinent factors. Should Elpis College become unable to offer a course in which students are registered, the affected students will be given the opportunity to transfer to another course being offered at the College or to withdraw from the session with no penalty. Transfers can only occur if the student has already met the prerequisites of the new course.

Some students may change their educational goals as they proceed through secondary school. In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. At Elpis College, as a general rule, to transfer from an applied course to an academic course (e.g., from ENG2P to ENG2D), the student must have achieved a 75% or better in the prerequisite course (e.g., ENG1P).

In Grades 10 to 12, a student may change to a different type of course in a given subject provided 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 or night school at Elpis College, e-learning, the Independent Learning Centre, or independent study at another school.

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.

3.12 Policies on Independent/Private Study

Elpis College does not currently offer courses through independent or private studies. All courses are classroom-type courses that require mandatory in-class attendance in addition to completing assigned work.

3.13 Courses Earned through Other Means (Alternative Ways of Earning Credits)

All full-time Elpis College students are eligible to take any available courses at the school provided there is space available in the class and the student has met any pre- and/or co-requisites for the course.

Students may earn credits outside regular Elpis College day classes, including through night school, summer school, online courses, and the Independent Learning Centre (ILC).

Elpis College offers several night courses throughout the school year and day and night courses during the summer. Students wishing to earn credits through other means must schedule an appointment with a guidance counsellor to determine their eligibility to take courses. They may have to submit additional information prior to registering and/or being granted credits. While Elpis College may assist in students' registration process for the ILC, it is incumbent upon students to fulfill all academic and financial requirements on their own.

3.14 Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) may be granted on request to students who leave school before earning the OSSD and who have earned the following 14 credits:

- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian geography or history
- 1 credit in health and physical education
- 1 credit in the arts (art, music, or drama) or technological education
- 7 credits selected by the student from available optional courses

3.15 Certificates of Accomplishment

Students who leave school before fulfilling the requirements for the OSSD or OSSC may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for those who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. Certificates will be accompanied by the students' transcripts. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The OSSD or OSSC will be granted upon the fulfillment of appropriate requirements.

4. Credit Courses

4.1 Courses Offered at Elpis College and Prerequisites

Elpis College offers the courses listed below. Prerequisites are listed where applicable. All courses are scheduled for a minimum of 110 hours.

4.1.1 English

Grade	Course Name	Course Type	Course Code	Prerequisite
9	English	De-streamed	ENL1W	None
10	English	Academic	ENG2D	ENL1W/ENG1D/1P
10	English	Applied	ENG2P	ENL1W/ENG1D/1P
10	Literacy Skills: Reading & Writing	Open	ELS2O	ENG1W/ENG1D/1P
11	English	University	ENG3U	ENG2D
11	English	College	ENG3C	ENG2D/2P
11	Presentation & Speaking Skills	Open	EPS3O	ENG2D/2P
11	Ontario Literacy Course	Open	OLC3O	OSSLT attempt*
12	English	University	ENG4U	ENG3U
12	English	College	ENG4C	ENG3U/C
12	The Writer's Craft	University	EW4C	ENG3U
12	The Writer's Craft	College	EW4C	ENG3C
12	Ontario Literacy Course	Open	OLC4O	OSSLT attempt*

* A student who has been eligible to write the OSSLT at least twice and who has been unsuccessful at least once is eligible to enrol in the OSSLC. Permission may be granted to take the OSSLC before a second OSSLT attempt if the principle determines it to be in the best interests of the student. Under special circumstances, a student who has already met the literacy requirement for graduation may be allowed to take this course.

4.1.2 Mathematics

Grade	Course Name	Course Type	Course Code	Prerequisite
9	Mathematics	De-streamed	MTH1W	None
10	Principles of Mathematics	Academic	MPM2D	MTH1W/MPM1D
10	Foundation of Mathematics	Applied	MFM2P	MTH1W/MPM1P
11	Functions	University	MCR3U	MPM2D
11	Functions and Application	University/ College	MCF3M	MPM2D / MFM2P
12	Advanced Functions*	University	MHF4U	MCR3U
12	Calculus and Vectors*	University	MCV4U	MHF4U*
12	Data Management	University	MDM4U	MCR3U

*MHF4U must be taken prior to or concurrently with MCV4U.

4.1.3 Science

Grade	Course Name	Course Type	Course Code	Prerequisite
9	Science	De-streamed	SNC1W	None
10	Science	Academic	SNC2D	SNC1W/1D/1P
10	Science	Applied	SNC2P	SNC1W/1D/1P
11	Biology	University	SBI3U	SNC2D
11	Biology	College	SBI3C	SNC2D/2P
11	Chemistry	University	SCH3U	SNC2D
11	Physics	University	SPH3U	SNC2D
12	Biology	University	SBI4U	SBI3U
12	Chemistry	University	SCH4U	SCH3U
12	Physics	University	SPH4U	SPH3U
12	Science	University/ College	SNC4M	SNC2D or SBI/ SCH/SPH 3U/3C

4.1.4 Business Studies

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Financial Accounting Fundamentals	Open	BAF3M	None
11	Marketing: Goods, Services, Events	College	BMI3C	None
12	Financial Accounting Principles	Open	BAT4M	BAF3M
12	International Business	Open	BBB4M	None
12	Business Leadership: Management Fundamentals	University/ College	BOH4M	None

4.1.5 Classical and International Languages

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Korean, Level 2	University	LKKCU	LKKBD*
12	Korean, Level 3	University	LKKDU	LKKCU*
12	Mandarin, Level 3	University	LKMDU	LKMCU*
12	Classical Civilizations	University	LVV4U	ENG2D

*or approval

4.1.6 French as a Second Language

Grade	Course Name	Course Type	Course Code	Prerequisite
9	Core French	Academic	FSF1D	Approval
9	Core French	Open	FSF1O	None
10	Core French	Academic	FSF2D	FSF1D/1P

4.1.7 English as a Second Language

Grade	Course Name	Course Type	Course Code	Prerequisite
	ESL, Level 1	Open	ESLAO	
	ESL, Level 2	Open	ESLBO	ESLAO*
	ESL, Level 3	Open	ESLCO	ESLBO*
	ESL, Level 4	Open	ESLDO	ESLCO*
	ESL, Level 5	Open	ESLEO	ESLDO*

*Prerequisites may be fulfilled through equivalent courses in another Canadian province or country, or through a proficiency level determined by an initial assessment.

4.1.8 Canadian and World Studies

Grade	Course Name	Course Type	Course Code	Prerequisite
9	Issues in Canadian Geography	De-streamed	CGC1W	None
10	Canadian History Since World War I	Academic	CHC2D	None
10	Canadian History Since World War I	Applied	CHC2P	None
10	Civics and Citizenship	Open	CHV2O*	None
11	American History	University	CHA3U	CHC2D/2P
11	World History to the Sixteenth Century	University/College	CHW3M	CHC2D/2P
11	Understanding Canadian Law	University/College	CLU3M	CHC2D/2P
12	Analyzing Current Economic Issues	University	CIA4U	Any U/C course in Canadian and World Studies, English, or Social Sciences and Humanities
12	Canadian and World Issues	University	CGW4U	Any U/C course in Canadian and World Studies, English, or Social Sciences and Humanities
12	World History: The West and the World	University	CHY4U	Any U/C course in Canadian and World Studies, English, or Social Sciences and Humanities
12	Canadian and International Law	University	CLN4U	Any U/C course in Canadian and World Studies, English, or Social Sciences and Humanities

* CHV2O is a half-course worth 0.5 credits.

4.1.9 Social Sciences and Humanities

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Intro to Anthropology, Psychology, and Sociology	University	HSP3U	ENG2D/CHC2D
11	Philosophy: The Big Questions	University/ College	HZB3M	None
11	World Religions and Belief Traditions	University/ College	HRT3M	None
12	World of Fashion	University/ College	HNB4M	Any U/C course in Canadian and World Studies, English, or Social Sciences and Humanities
12	World Cultures	University/ College	HSC4M	Any U/C course in Canadian and World Studies, English, or Social Sciences and Humanities

4.1.10 Guidance and Career Education

Grade	Course Name	Course Type	Course Code	Prerequisite
10	Career Studies	Open	GLC2O*	None

* GLC2O is a half-course worth 0.5 credits.

For a list of courses (and course outlines) offered by Elpis College during a specific term, please visit the main office.

For a description of each course listed above, please review the official descriptions provided by the Ministry of Education on their website, located at <https://www.dcp.edu.gov.on.ca/en/curriculum#secondary> .

4.2 Definition of a Credit

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours during which the expectations of the Ministry of Education (in Ontario) have been successfully met. Eighteen credits are deemed compulsory and are taken from a list of subjects that every student must take. Twelve of the credits are deemed optional or elective.

4.3 Definitions of Types of Courses Available in Ontario Curriculum

The curriculum for secondary school is organized into several types of courses. This system is intended to enable students to choose courses that are suited to their strengths, interests, and goals. In grades 9 and 10, four types of courses are offered: academic, applied, de-streamed, and open. Courses in grades 11 and 12 are designed to prepare students for a post-secondary education—for university, college, apprenticeship training, or the workplace.

4.3.1 Types of Courses in Grades 9 and 10

The four types of courses in grades 9 and 10 are defined as follows:

De-streamed courses are designed to provide an equal and balanced learning experience for all students entering high school. They emphasize the development of knowledge and skills through in-class connections, real-life applications, and lived experiences. These courses encourage students to identify their own learning strengths and needs as they decide on their future academic paths.

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

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

Open courses are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

4.3.2 Types of Courses in Grades 11 and 12

In grades 11 and 12, students will choose from among four destination-related course types: *university preparation*, *university/college preparation*, *college preparation*, and *workplace preparation*. Open courses are also offered in grades 11 and 12. Students will make their choices based on their interests, achievement, and career goals. All courses were developed in collaboration with representatives of universities, colleges, apprenticeship programs, or the business community, as appropriate, and are designed to enable students to meet the entrance requirements of postsecondary institutions or apprenticeship or other training programs, or the expectations of employers in the workplace.

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

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

College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

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

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

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

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

Work experience is a component of a course that provides students with a learning opportunity in the workplace for a limited period – from one to four weeks.

Job shadowing and **job twinning** may be offered to students from Grade 7 to Grade 12 as part of curriculum delivery or as part of the guidance and career education program. Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) observing a worker in a specific occupation. Job twinning provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day

Elpis College does not offer any experiential-learning programs.

4.4 Course Coding System

Courses in Grades 11 and 12, such as those offered by Elpis College, are designed to prepare students for a postsecondary destination, which may include university, college, apprenticeship training, or the workplace. A credit is granted by the principal on behalf of the Ministry of Education in recognition of the successful completion of the expectations of a 110-hour course that has been developed or approved by the Ministry of Education. The course code of all courses at Elpis College consists of both a five-code character and a course title component, as designated by the Ministry of Education in Ontario. The table below gives you an idea for one of the English courses that we offer.

ENG3U1 = English, Grade 11, University Preparation

Course Descriptor	Grade of Course	Course Type		School Code	Course Title
ENG	1 – Gr. 9 2 – Gr. 10 3 – Gr. 11 4 – Gr. 12	D P W O U C M	Academic Applied De-streamed Open University College Univ./Coll.	1	English, Grade 11, University Preparation

4.5 Policies on Assessment and Evaluation

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

From *Growing Success*:

Assessment is the process of gathering information that accurately reflects how well a student is achieving curriculum expectations. Assessment to improve student learning is seen as both **assessment *for* learning** and **assessment *as* learning**. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping them develop the capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Teachers will obtain assessment information through a variety of means, which may include formal/informal observations, discussions, learning conversations, questioning, conferences, homework, group tasks, demonstrations, projects, portfolios, developmental continua, performances, peer/self-assessments, self-reflections, essays, and tests.

For Grades 1 to 12, assessment is based on evidence of student achievement of the provincial curriculum's *specific expectations*, which must be accounted for in instruction and assessment. Teachers will ensure that students' demonstration of achievement is assessed in a balanced manner with respect to the four categories of the achievement chart, and that achievement of particular expectations is considered within the appropriate categories.

Evaluation refers to the process of judging the quality of student learning based on established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students, themselves, what students know and can do with respect to overall curriculum expectations. Evaluation is based on **assessment *of* learning** that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning

Student products may be in the form of tests, exams, and/or assignments for evaluation. Assignments may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher.

Evaluation focuses on students' achievement of the *overall expectations*, based on the achievement of specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgment to determine which specific expectations will be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

The previously employed terms *diagnostic*, *formative*, and *summative*, which are used to identify the nature of the assessment and evaluation, have been supplanted with the phrases *assessment for learning*, *assessment as learning*, and *assessment of learning*, respectively.

4.5.1 The Purposes, Nature, and Uses of Assessment

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<i>Assessment for Learning</i> is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.	<i>Diagnostic Assessment</i> occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.	The information gathered is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.
	<i>Formative Assessment</i> occurs frequently and in ongoing manner during instruction, while students are still gaining knowledge and practising skills.	The information gathered is used by teachers to monitor students' progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.
<i>Assessment as Learning</i> focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves.	<i>Formative Assessment</i> occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher.	The information gathered is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.
<i>Assessment of Learning</i> is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures.	<i>Summative Assessment</i> occurs at or near the end of a period of learning, and may be used to inform further instruction.	The information gathered is used by the teacher to summarize learning at a given point in time. This summary is used to make judgments about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.

4.6 Methods and Descriptions of Evaluation

4.6.1 Final Exams

- Formal final exams are fair and consistent with course expectations.
- Students in the same course will be similarly evaluated.
- All courses will have final examinations unless otherwise specified.
- Students must be informed within the first month of the course if there is to be a final examination and its percentage value (not more than 30%) of the overall mark.
- Final exams are reviewed by the principal or designated individual before being proctored to students.

4.6.2 Late and Missed Assignments & Tests

Students are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the timeframe specified by the teacher, and in a form approved by the teacher. There will be consequences for not completing assignments for evaluation or for submitting those assignments late.

- Assignments will be varied and may include: essays, reports, experiments, projects, oral presentations, and multimodal presentations.
- Students will write unit evaluations according to the needs of the course. That is, if the teacher feels that a test is the best way to evaluate a unit's work, a test may be administered upon completion of the unit.
- Students will be given ample time to complete assignments. Therefore, if students will be absent on the day an assignment is due or if students foresee a problem that will hinder them from submitting the assignment on time, they must speak to the teacher as soon as possible and **before** the assignment is due.
- Penalties for late assignments may include a percentage off the final assignment mark. Alternative assignments to make up for late or missed assignments may be assigned on a case-by-case basis.
- Illness, death, and other extenuating circumstances that affect a student's attendance and his/her ability to complete assignments should be brought to the teacher's attention as soon as possible and will be dealt with using the teacher's professional judgement. Official documentation (e.g., doctor's note, death certificate) may be required.
- Any cheating on tests or plagiarism in evaluations will result in a failing grade for the task and disciplinary action will be taken as necessary.

Elpis College will inform students and parents about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments. Elpis will also inform students and parents about final exams and significant evaluations in a timely manner. The school academic calendar clearly states the first and last days of each term; as such, students and parents will know that the final exams for each term will occur in the last week of the term.

Based on the teacher's professional judgment and the guidance of *Growing Success (2010)*, we have developed a number of strategies to help prevent and/or address late and missed assignments, including:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- referring the student to a counsellor or teacher who might understand the students' situation and can assist in getting the him/her back on track;
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using counselling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English-language learners;
- reviewing whether students require special education services;
- requiring the student to work with a school team to complete the assignment;
- (when applicable) for First Nation, Métis, and Inuit students, involving Aboriginal counsellors and members of the extended family;
- (when applicable) understanding and taking into account the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences with the school system;
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- deducting marks for late assignments, up to and including the full value of the assignment.

The process for evaluating late or missed assignments is neither inflexible nor prescriptive. It will take into account:

- the differences among uncharacteristic, repeated, and chronic behaviours;
- legitimate explanations;
- lack of requisite skills or comprehension relating to assigned work;
- students' special needs;
- students' maturity level.

Elpis College will ensure that mark deduction will not result in a final percentage mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement. Determining a percentage mark for the report card of a student who has failed to submit one or more assignments for evaluation on time or at all will be done by evaluating various factors (including the points listed above), not the least of which is the student's most consistent level of demonstration of learning.

4.7 Policies on Reporting Student Achievement

Student achievement is communicated formally to students and parents by means of an Elpis College report card. The report card, which follows the Provincial Report Card closely, provides a record of the student's achievement of the curriculum expectations in the form of a percentage grade and equivalent letter grade corresponding to the level of achievement as described in the achievement chart for the discipline. A final grade is reported for every course and one credit is granted for courses in which a grade of 50% or better is obtained.

In terms of the weighting of marks, 70% of the final grade will be based on evaluations conducted throughout the course and should reflect the student's most consistent level of achievement. The other 30% of the grade will be based on a final examination and/or a cumulative activity.

Teachers will also provide comments on the report card to outline the student's strengths, weaknesses, areas of improvement, and any other pertinent information.

Elpis College has two reporting periods: one for midterm progress and one to report final marks. The dates of the reporting periods depend on the start and end dates of the course. The midterm report card will be given after 55 hours of instruction; the final report card will be given once all final exams and assignments have been marked.

For a general idea:

- Term 1 mid-term report: early October
- Term 1 final report: mid-November
- Term 2 mid-term report: mid-December
- Term 2 final report: early February
- Term 3 mid-term report: early March
- Term 3 final report: mid-April
- Term 4 mid-term report: mid-May
- Term 4 final report: end of June

At the beginning of each term, students will be informed about the dates on which their midterm/progress reports will be distributed.

5. RECORDING AND REPORTING

5.1 The OSR

The Ontario Student Record is the official school record for a student registered in a school in Ontario. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned, diploma requirements completed, and other information important to the education of the student. These records are protected by the Education Act and Freedom of Information legislation. The OSR resides at the home school of the student.

The OSR includes the following:

- Form 1A
- Report Card
- Ontario School Transcript (OST)
- Documentation Files for such things as IPRC; IEP; educational, health, and psychological assessments; Violent Incident Forms; etc.
- Prior Learning Assessment and Recognition (PLAR) Challenge for Credit – Cumulative Tracking Record
- Community Involvement Record

Personal information is kept in the OSR for one year after use. Report cards and documentation files are maintained for five years after graduation. The OSR folder is kept for a period of 55 years after a student retires.

Students and their parents/guardians may examine the contents of the OSR upon request. Educational personnel from the Ministry of Education may also be granted access to the OSR.

Elpis College maintains the OSTs of any full time student. We assume responsibility to create report cards, upon completion of the course(s), which reflect the performance of each student. In the case of students who attend full-time day school elsewhere, Elpis will provide the day schools with an original report card. In the case of students who attend full-time day school at Elpis, the College will keep a copy of each report card created on file and maintain the students' OSTs.

5.2 Full Disclosure

Per “The Ontario Student Transcript (OST): Manual, 2013”:

- Withdrawals from grade 9 courses are not recorded on the OST.
- Withdrawals from grade 10 courses (including the PLAR challenge process for grade 10 courses) are not recorded on the OST.
- If a student withdraws from a grade 11 or 12 course within five instructional days following the issue of the second report card (in Elpis College’s case, the midterm report card), the withdrawal is not recorded on the OST.
- If a student withdraws from a grade 11 or 12 course **after** five instructional days following the issue of the second report card (in Elpis College’s case, the midterm report card), the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.

Students are encouraged to inform their home schools of their intention to take courses at Elpis College before registering for them.

6. SCHOOL SERVICES

6.1 Available Resources and Support Services

Elpis College offers a library resource centre with textbooks and novels available for students to use. The school is in the process of addressing the situation of acquiring more computers and other equipment that may be needed in the future. More resources will be made available to students as time progresses. Short computer access can be made available to students provided that using the computer does not interfere with the operation of the school.

English-language learners and other students needing assistance with English can also find additional support in the form of after-school tutoring. Depending on individual needs, teachers and tutors who speak the student's native language can be enlisted to help with interpreting and/or explaining class lessons, homework material, and other school-related issues.

The guidance department regularly connects with classroom teachers to address poor student performance before it leads to the student not earning a credit or graduating. Elpis College will suggest various strategies, based on individual needs, to assist students in achieving success in their courses.

6.2 Guidance and Career Education Program

Elpis College is proud of its small, close-knit community of members. Students are welcome to discuss any problems or concerns with their teachers as well as with their guidance counsellors. Every effort is made to address the issues voiced by students, especially in matters relating to safety and security. The school will not hesitate to contact parents or police if the situation warrants it.

Elpis College also offers its students many academic services, including Application Assistance and Credit Counselling to help them with their ongoing and expanding academic careers. Students are invited to discuss their career paths and course selections with their guidance counsellors to determine the best options for them during school (such as volunteer work, internships, and work experience) and after graduation. The school will help identify possible community resources (public libraries, community centres, etc.) available to students and guide them on which choices might best fit their needs and goals. Elpis College supports students in documenting their learning in education and career/life planning in a portfolio or Individual Pathways Plan. We encourage students to share evidence of their learning, and to review their pathways with us, especially during their annual course-selection process.

7. ROLES & RESPONSIBILITIES

7.1 Code of Behaviour

It is the duty and responsibility of the principal and other designated individuals to enforce consequences when students do not obey the code of behaviour, outlined in brief below, that is expected of all members of the Elpis College community. The school will not hesitate to notify parents or police if the safety and/or security of anyone at Elpis College is endangered. Dangerous, immoral, and illegal behaviour can result in financial penalties, student suspension, student expulsion, and criminal charges, depending on the severity of the infraction and its consequences. All students, including those in online courses, are expected to uphold the safety, privacy, and security of themselves and the rest of the school community.

7.1.1 Respect for Self

No student shall come to school under the influence of drugs or alcohol. No student shall use any substance that might endanger his or her health or performance. No student shall engage in any form of dangerous activity.

7.1.2 Respect for Others

All students must respect their fellow students as well as all teachers and staff at the school. No student shall engage in any form of bullying nor act in way that is threatening, harassing, devaluing, or demeaning to others. No student shall capture and/or distribute images, audios, or videos of others without explicit permission from the subjects.

7.1.3 Respect for Property

No student shall commit any act of vandalism. No one is to deface or damage in any other way any school property, equipment, or materials including, but not limited to, textbooks, dictionaries, computers, desks, chairs, and walls.

7.1.4 Responsibility for Actions

There shall be no smoking, swearing, or drug use within school grounds. No form of weaponry is allowed on the premises.

7.1.5 Attendance

All students are expected to arrive on time and prepared for all classes, in person and virtual. The principal or other designated individual will oversee attendance records; teachers will take attendance at the beginning of each class.

Students are expected to be present for all classes and for the duration of all classes unless extenuating circumstances prevail. Students who are consistently tardy or truant will be dealt with in the following manner:

- First Offence – Reminder of school policies.
- Second Offence – Verbal warning from teacher; principal will be notified.
- Third Offence – Conference with parents and student to discuss trancies and to determine if the student would benefit from continuing or repeating the course to obtain a credit.

Excused absences for legitimate reasons (illness, religious observance, compassionate leave, business needs, or participation in school-sanctioned activities) will be accepted with appropriate documentation. Parents (for students under 18) and students (over 18) must call Elpis College to inform the school prior to the absence. For a lengthy absence for any reason, the school must be informed of when the student is expected to return, and the student must submit to the main office a note that outlines the reasons for the absence upon his or her return. This note will be kept in the student's file. Students are reminded that it is to their benefit to inform their teachers and the school about potential excused absences before they leave to be able to accommodate for missed evaluations. Evaluations missed during excused absences will be handled at the discretion of the student's teachers.

There is a direct correlation between student success and attendance and punctuality. Students who miss classes do not benefit from the knowledge and skills taught by the teacher, even if they read textbooks and handouts or do assignments. Students who miss more than 20 classes will be in jeopardy of not receiving their credit. They and their parents must meet with a school counsellor to discuss their next steps and future at Elpis College before being granted any credits.

Because summer school classes are held over a period of four weeks, each day in summer school is equivalent to four or five days of regular classes. It is imperative for students to be present every day. Students who miss four or more days of summer school will be in jeopardy of not receiving their credit. They and their parents must meet with a school counsellor to discuss their next steps and future at Elpis College before being granted any credits.

7.2 *Achievement*

As mentioned above, a final grade is reported for every course and one credit is granted for courses in which a grade of 50% or better is obtained. Part of the process of obtaining a passing grade is to meet and demonstrate success in all of the *overall expectations*. Students who complete the course hours but who do not achieve a minimum of 50% will not be granted a credit. Furthermore, should a student be considered to have missed too many hours of school due to truancy and/or tardiness, he or she may not be granted a credit either. The definition of “too many hours” is at the discretion of the individual teacher and/or principal.

The Achievement Chart on the following pages will be used (with minor changes depending on the type of task being evaluated) for students in Grades 11 and 12. It was taken from the Ministry of Education publications listed above.

** The above outline is meant only as a guideline and is not to be considered as exhaustive. Any form of behaviour that strays from the above or is deemed delinquent will be punished on a case-to-case basis. Punishment may include verbal warnings, written documentation, suspension, and expulsion.

8. APPENDIX A

Acceptable Community Involvement Activities

The following list provides examples of community involvement activities that, if within the intent and spirit of the applicable guidelines and ethical standards, are suitable for selection:

- * **Fundraising** – canvassing and assisting with organization of walkathons, gala events, bazaars, etc.
- * **Sports/Recreation** – coaching; assisting coaches and organizers with practices, tournaments, track meets, exhibition games, etc.
- * **Community Events & Projects** – assisting with parades, fairs, carnivals, etc.; participating in organized drives, book clubs, etc.
- * **Environmental Projects** – participating in community clean-ups, flower/tree planting, recycling, general beautification activities, etc.
- * **Volunteering in Seniors' Residences** – serving snacks; assisting with daily routines; leading reading programs; organizing entertainment
- * **Committee Work** – participating in advisory boards, neighbourhood associations, regional organizations, parish committees, etc.
- * **Religious Activities** – leading catechism classes; organizing children's liturgy programs; assisting in special church-related events
- * **Youth Programs** – volunteering with Scout, Guides, etc.; assisting in recreation centre activities, breakfast programs, March Break camps, summer-playground activities, camps, etc.
- * **Office/Clerical Work** – reception, computer work, mailing for charitable organizations of general community benefit
- * **Work with Animals** – volunteering at zoos, pet farms, pounds to take care of animals
- * **Arts and Culture** – assisting in galleries; leading or organizing performing-arts productions; volunteering in libraries
- * **Activities with Individuals** – assisting someone who needs tutoring, shopping, shovelling snow, housekeeping, gardening, writing letters, etc.; participating in hospital visitation, reading-buddy program, etc.
- * **School Community Service** – volunteering to provide principal-approved services that benefit school community outside of regular school hours

In the event that a student would like to participate in an activity or event that is not clearly within the guiding principles or list of examples, the student must submit a letter detailing the proposed activity or nature of the participation and event to the school principal. The activity or event should not be commenced until permission has been granted.

Ineligible Activities

The Ministry of Education has developed a list of activities ineligible in fulfilling the OSSD requirement. An ineligible activity is one that:

- * is a requirement of a class or course in which the student is enrolled (e.g., co-op education, job shadowing, work experience);
- * takes place during the time allotted for the instructional program on a school day (an activity that takes place during lunch breaks or spares is permissible);
- * 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 (i.e., daily chores) or personal recreational activities;
- * involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

Student exchange programs and activities connected to organizations that promote unethical or immoral values are also ineligible.

Visit <http://www.edu.gov.on.ca/extra/eng/ppm/124a.html> for more information on eligible and ineligible activities, as outlined by the Ministry.

9. APPENDIX B

Elpis College Course Descriptions

ENGLISH

English, Grade 9, De-streamed (ENL1W)

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. [Prerequisite: None]

English, Grade 10, Academic (ENG2D)

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12. [Prerequisite: ENL1W, ENG1D or ENG1P]

English, Grade 10, Applied (ENG2P)

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12. [Prerequisite: ENL1W, ENG1D or ENG1P]

Literacy Skills: Reading and Writing, Grade 10 (ELS2O)

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies. [Prerequisite: ENG1D or ENG1P or Grade 9 English LDCC]

English, Grade 11, University Preparation (ENG3U)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. [Prerequisite: ENG2D]

English, Grade 11, College Preparation (ENG3C)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, 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. The course is intended to prepare students for the compulsory Grade 12 college preparation course. [Prerequisite: ENG2P]

Presentation and Speaking Skills, Grade 11, Open (EPS3O)

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 analyze 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: ENG2D or ENG2P]

English, Grade 12, University Preparation (ENG4U)

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. [Prerequisite: ENG3U]

English, Grade 12, College Preparation (ENG4C)

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze 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: ENG3C]

Studies in Literature, Grade 12, University Preparation (ETS4U)

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyze a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project. [Prerequisite: ENG3U]

Studies in Literature, Grade 12, College Preparation (ETS4C)

This course is for students with a special interest in literature. The course may focus on themes, genres, time periods, or countries. Students will study a variety of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also investigate critical interpretations and complete an independent study project. [Prerequisite: ENG3C]

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

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. [Prerequisite: ENG3U]

The Writer's Craft, Grade 12, College Preparation (EWC4C)

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers. [Prerequisite: ENG3C]

Ontario Secondary School Literacy Course, Grade 11/Grade 12 Open (OLC3O/OLC4O)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing. [Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)]

MATHEMATICS

Mathematics, Grade 9, De-streamed (MTH1W)

This course is designed to be inclusive of all students in order to facilitate their transition from the elementary grades to the secondary level. It offers opportunities for all students to build a solid foundation in mathematics, broaden their knowledge and skills, and develop their mathematical identity. This approach allows students to make informed decisions in choosing future mathematics courses based on their interests, and in support of future plans for apprenticeship training, university, college, community living, or the workplace. Similar to the elementary curriculum, the Grade 9 course adopts a strong focus on the processes that best enable students to understand mathematical concepts and learn related skills. Attention to the mathematical processes is considered essential to a balanced mathematics program. The seven mathematical processes identified in the curriculum include: *problem solving, reasoning and proving, reflecting, connecting, communicating, representing, and selecting tools and strategies*. Throughout the course, students actively participate in the learning of mathematics by making connections to their lived experiences and to real-life applications. They continue to develop critical consciousness of how socio-cultural structures within systems impact individual experiences and opportunities, and to shape their identities as mathematics learners. [Prerequisite: None]

Principles of Mathematics, Grade 10, Academic (MPM2D)

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. [Prerequisite: MTH1W or MPM1D]

Foundations of Mathematics, Grade 10, Applied (MFM2P)

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. [Prerequisite: MTH1W or MPM1P]

Functions, Grade 11, University Preparation (MCR3U)

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking through multi-step problems. [Prerequisite: MPM2D]

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

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. [Prerequisite: MPM2D or MFM2P]

Advanced Functions, Grade 12, University Preparation (MHF4U)

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. [Prerequisite: MCR3U]

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

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. [Prerequisite: MHF4U, which must be taken prior to or concurrently with MCV4U]

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

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. [Prerequisite: MCR3U]

SCIENCE

Science, Grade 9, De-streamed (SNC1W)

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens. [Prerequisite: None]

Science, Grade 10, Academic (SNC2D)

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter. [Prerequisite: SNC1W or SNC1D or SNC1P]

Science, Grade 10, Applied (SNC2P)

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter. [Prerequisite: SNC1W or SNC1D or SNC1P]

Biology, Grade 11, University Preparation (SBI3U)

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. [Prerequisite: SNC2D]

Biology, Grade 11, College Preparation (SBI3C)

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields. [Prerequisite: SNC2D or SNC2P]

Chemistry, Grade 11, University Preparation (SCH3U)

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. [Prerequisite: SNC2D]

Physics, Grade 11, University Preparation (SPH3U)

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. [Prerequisite: SNC2D]

Biology, Grade 12, University Preparation (SBI4U)

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. [Prerequisite: SBI3U]

Chemistry, Grade 12, University Preparation (SCH4U)

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. [Prerequisite: SCH3U]

Physics, Grade 12, University Preparation (SPH4U)

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. [Prerequisite: SPH3U]

Science, Grade 12, University/College Preparation (SNC4M)

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills. [Prerequisite: SNC2D or any grade 11 university- or college-preparation course]

BUSINESS STUDIES

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

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting. [Prerequisite: None]

Marketing: Goods, Services, Events, Grade 11, College Preparation (BMI3C)

This course introduces the fundamental concepts of product marketing, which includes 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]

Financial Accounting Principles, Grade 12, University/College Preparation (BAT4M)

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations. [Prerequisite: BAT3M]

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

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. [Prerequisite: None]

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

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze 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]

CLASSICAL AND INTERNATIONAL LANGUAGES

International Language (Korean), Level 2, University Preparation (LKKCU)

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning. [Prerequisite: International Languages, Level 1, Academic or principal's approval]

International Language (Korean), Level 3, University Preparation (LKKDU)

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning. [Prerequisite: International Languages, Level 2, University Preparation or principal's approval]

International Language (Mandarin), Level 3, University Preparation (LKMDU)

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning. [Prerequisite: International Languages, Level 2, University Preparation or principal's approval]

Classical Civilization, Grade 12, University Preparation (LVV4U)

This course introduces students to the rich cultural legacy of the classical world. Students will investigate aspects of classical culture, including mythology, literature, art, architecture, philosophy, science, and technology, as well as elements of the ancient Greek and Latin languages. Students will develop creative and critical thinking skills through exploring and responding to works by classical authors in English translation and examining material culture brought to light through archaeology. They will also increase their communication and research skills by working both collaboratively and independently, and will acquire an understanding and appreciation of the interconnectedness of ancient and modern societies. [Prerequisite: ENG2D or Classical Languages, Level 2, University Preparation]

FRENCH AS A SECOND LANGUAGE

Core French, Grade 9, Academic (FSF1D)

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. [Prerequisite: 600 hours of prior instruction or principal's approval]

Core French, Grade 9, Open (FSF1O)

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning. [Prerequisite: none]

Core French, Grade 10, Academic (FSF2D)

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. [Prerequisite: FSF1D or FSF1P]

ENGLISH AS A SECOND LANGUAGE

English as a Second Language, ESL Level 1 (ESLAO)

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

English as a Second Language, ESL Level 2 (ESLBO)

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

English as a Second Language, ESL Level 3 (ESLCO)

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

English as a Second Language, ESL Level 4 (ESLDO)

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

English as a Second Language, ESL Level 5 (ESLEO)

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

CANADIAN AND WORLD STUDIES

Exploring Canadian Geography, Grade 9, De-streamed (CGC1W)

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations. [Prerequisite: None]

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

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. [Prerequisite: None]

Canadian History Since World War I, Grade 10, Applied (CHC2P)

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada. [Prerequisite: None]

Civics and Citizenship, Grade 10, Open (CHV2O)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. [Prerequisite: None]

American History, Grade 11, University Preparation (CHA3U)

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history. [Prerequisite: CHC2D or CHC2P]

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

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras. [Prerequisite: CHC2D or CHC2P]

Understanding Canadian Law, Grade 11, University/College Preparation (CLU3M)

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them. [Prerequisite: CHC2D or CHC2P]

World Issues: A Geographic Analysis, Grade 12, University Preparation (CGW4U)

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts 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]

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

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history. [Prerequisite: any university or university/college preparation course in Canadian and World Studies, English, or social sciences and humanities]

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

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]

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

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts. [Prerequisite: any university or university/college preparation course in Canadian and World Studies, English, or social sciences and humanities]

SOCIAL SCIENCES AND HUMANITIES

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

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines. [Prerequisite: ENG2D or CHC2D]

Philosophy: The Big Questions, Grade 11, University/College Preparation (HQB3M)

This course encourages exploration of philosophy's big questions, such as *What is a meaningful life?* What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyze the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy. [Prereq: None]

World Religions and Belief Traditions: Perspectives, Issues, and Challenges, Grade 11, University/College Preparation (HRT3M)

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief. [Prerequisite: None]

The World of Fashion, Grade 12, University/College Preparation (HNB4M)

This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques, and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world. [Prerequisite: any university or university/college preparation course in Canadian and World Studies, English, or social sciences and humanities]

World Cultures, Grade 12, University/College Preparation (HSC4M)

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyze cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyze issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity. [Prerequisite: any university or university/college preparation course in Canadian and World Studies, English, or social sciences and humanities]

GUIDANCE AND CAREER EDUCATION

Career Studies, Grade 10, Open (GLC2O)

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]

10. APPENDIX C

Elpis College School-Year Calendar

Please take note of the following term dates for the 2024-2025 school year:

- Term 1: Sept. 9 - Nov. 11, 2024 (44 days)
- Term 2: Nov. 13, 2024 - Jan. 30, 2025 (44days)
- Term 3: Feb. 3 - April 16, 2025 (44 days)
- Term 4: April 22 - June 25, 2025 (44 days)

Elpis College will be closed on the following days:

- | | |
|--------------------------------|---------------|
| • September 2, 2024 | Labour Day |
| • October 14, 2024 | Thanksgiving |
| • Dec. 20, 2024 – Jan. 6, 2025 | Winter Break |
| • February 17, 2025 | Family Day |
| • March 7 – 16, 2025 | March Break |
| • April 18, 2025 | Good Friday |
| • April 21, 2025 | Easter Monday |
| • May 19, 2025 | Victoria Day |
| • July 1, 2025 | Canada Day |
| • August 4, 2025 | Civic Holiday |

Our regular school day adheres to the following schedule:

- Morning Course: 9:30 – 12:00
- Lunch Break: 12:00 – 12:45
- Afternoon Course: 12:45 – 3:15

11. APPENDIX D

Initiatives to Support the Safe Operation of Schools

Elpis College is committed to providing our staff, students, and visitors with a safe and clean learning environment. We ask everyone to please consider the health and safety of our school community, to use best practices regarding hygiene and sanitation, and to stay home if unwell.

Community-Involvement Hours

The community-involvement graduation requirement of 40 hours is restored for students graduating in the 2022-23 school year and beyond. Flexible measures for this requirement, which were implemented for the 2020-21 and 2021-22 school years, will continue to be available. At the school's discretion, students can earn hours during the time allotted for the instructional program on a school day and through duties normally performed in the home. This can include helping an elderly relative with an errand or a sibling with homework. Additionally, students can count a maximum of 10 hours from paid employment for students aged 14 years and older.

Literacy Requirements

All students are required to meet the secondary-school literacy graduation requirement to earn an OSSD. For most students, this means successfully completing the Ontario Secondary School Literacy Test (OSSLT). Those who are not successful on the OSSLT will have additional opportunities to meet the literacy graduation requirement.

As of the 2024-25 school year, the eligibility criteria to access the Ontario Secondary School Literacy Course (OSSLC) is returning to its previous policy whereby a student who has had two opportunities to take the OSSLT but has been unsuccessful at least once is eligible to enroll in the OSSLC. At the principal's discretion and with the best educational interest of the student in mind, a student may enroll in the OSSLC before attempting the OSSLT a second time. Mature students may enroll directly in the OSSLC.