COURSE CALENDAR

2026-2027

MITBRIDGE ACADEMY

INNOVATE EXCEL

Address: 1674 Gerrard Street East, Toronto, Ontario M4L 2B2
Phone: 905-604-8815
Website: moodle.mitbridge.ca
Email: info@mitbridge.ca | admin@mitbridge.ca
BSID: 665724

Effective September 1, 2026

Policy review completed August 27, 2026

Publicly available through moodle.mitbridge.ca

TABLE OF CONTENTS

1. School Information, Philosophy and Commitment to Student Success
2. School Organization and Online Delivery Model
3. Student Responsibilities, Attendance and Participation
4. Ontario Secondary School Diploma and Certificate Requirements
5. Literacy, Community Involvement, Financial Literacy and Online Learning
6. Curriculum, Credits, Course Types and Course Coding
7. Course Offerings and Curriculum-Aligned Course Descriptions
8. Assessment, Evaluation, Examinations and Reporting
9. Student Records: Ontario Student Record and Ontario Student Transcript
10. Prerequisites, Reach-Ahead Credits, Course Changes, Full Disclosure, PLAR and Other Credit Pathways
11. Guidance, Student Success, English Language Learners and Accommodations
12. Safe Schools, Academic Integrity, Artificial Intelligence and Acceptable Use
13. Technical Requirements, Learning Resources and Credit Integrity
14. Forms and Appendices
15. Ministry Policy and Resource References

How to use this calendar. This calendar describes the policies, procedures, diploma requirements, course offerings and supports applicable to MITBRIDGE Academy for the 2026-2027 school year. Ministry policy, legislation and current curriculum documents prevail if a conflict arises. Course availability remains subject to principal approval, staffing, and the availability of a current Outline of Course of Study and complete approved online course.

1. School Information, Philosophy and Commitment to Student Success

School Information

Item	Information
School name	MITBRIDGE Academy
BSID	665724
Principal	Yu Wei
Address	1674 Gerrard Street East, Toronto, Ontario M4L 2B2
Telephone	905-604-8815
Email	info@mitbridge.ca; admin@mitbridge.ca
Website	moodle.mitbridge.ca
Language of instruction	English
School type	Ontario inspected private school offering secondary school credit courses
Delivery model	Teacher-supported online learning, primarily asynchronous, with scheduled support, conferencing and proctored assessment

Leadership and Academic Support

Role	Name
Principal	Yu Wei
Vice-Principal	Arslan Arif
High School Teacher	Ziyyad Ali
High School Teacher	Prana Narasingam
High School Teacher	Abina Denison
Additional instructional and administrative staff	Current roster maintained by the school

The school maintains a current teacher roster and course assignment list. Staffing may be updated during the school year while preserving appropriate academic oversight, subject expertise, continuity and teacher access for students.

Mission

MITBRIDGE Academy offers a unique and solid educational foundation for all students that supports the holistic development of each student, fostering a growth mindset and empowering them to discover and unleash their unique talents and abilities. We believe in nurturing creativity, critical thinking, and problem-solving skills, promoting students to explore their passions, take risks to embrace innovation, and prepare them to succeed in a rapidly evolving world

Vision

MITBRIDGE Academy envisions a dynamic learning environment where curiosity thrives, creativity flourishes, and a growth mindset prevails.

Core Values

Individuality: Recognize the unique strengths, talents, and perspectives of each student

Inclusivity: Create a welcoming and supportive environment for all students

Creativity: Encourage imagination and exploration of new ideas

Growth Mindset: Encourage a belief in growth, resilience, and self-improvement

Adaptability: Embrace change, flexibility, and ability to learn from failure

Collaboration: Foster teamwork, collaboration and idea-sharing

Continuous Improvement: Promote a growth mindset and a commitment to ongoing learning

Importance of Completing Secondary Education

Completing secondary education provides students with foundational knowledge, transferable skills and recognized credentials that support future choices. MITBRIDGE Academy is committed to identifying barriers, intervening when students fall behind and helping each student develop a realistic pathway toward graduation and a successful postsecondary destination.

Learning to Age 18

Ontario students are generally required to remain in secondary school until they reach 18 years of age or obtain the Ontario Secondary School Diploma. The school works with students and families to support continued participation, appropriate course selection and successful completion.

2. School Organization and Online Delivery Model

Academic Year, Continuous Intake and Public Availability

MITBRIDGE Academy operates year-round from September 1, 2026 to August 31, 2027 through continuous intake, and may also organize fixed-term cohorts. Each student receives a documented course start date, planned completion date, midpoint reporting point, designated final-evaluation period and final reporting point.

The current School Course Calendar is published on the school's publicly accessible learning platform at moodle.mitbridge.ca. Administrative dates, closures, fixed-cohort reporting dates and designated evaluation periods are communicated through the School Year Calendar and the learning platform.

Holiday or break	Date
Labour Day	September 7, 2026
Thanksgiving Day	October 12, 2026
Winter break	December 21, 2026 to January 1, 2027, inclusive
Family Day	February 15, 2027
Mid-winter break	March 15-19, 2027
Good Friday	March 26, 2027
Easter Monday	March 29, 2027
Victoria Day	May 24, 2027
Canada Day	July 1, 2027
Civic Holiday	August 2, 2027

Students may access course materials at any time. Administrative service hours, teacher response expectations and scheduled live-support times are communicated at registration and in the learning management system. Processing and live support occur during published service hours or appointments.

Online Delivery Model

Courses are delivered through a secure learning management system. The primary model is asynchronous: students access lessons, readings, multimedia, activities, discussions and assessments according to an individualized course plan. Scheduled teacher conferences, scheduled support sessions, tutorials and live support may be provided. Unless a course outline states otherwise, support sessions do not replace required planned learning activities.

- Course content is organized in a defined sequence and linked to the overall and specific curriculum expectations.
- Teachers maintain course spaces, monitor progress, provide feedback and conduct assessment throughout the course.
- Students complete the full set of required online and offline learning activities, assessments and final evaluations.
- Each full-credit course contains at least 110 hours of planned learning; each half-credit course contains at least 55 hours.
- Every Outline of Course of Study identifies time allocations that total the required planned-learning hours.
- The school retains evidence of course access, planned learning, teacher-student interaction, assessment, feedback, identity verification and completion for inspection and record-keeping purposes.

Timetable Organization and Student Workload

The school maintains a master course inventory and timetable for the September 1 to August 31 inspection year. Because courses are offered through continuous intake, the timetable is supported by individual start/end records, 110-hour course maps, teacher assignment records, planned weekly schedules and designated evaluation periods.

Guidance staff review the number of simultaneous courses and planned workload so that each student's schedule remains reasonable and achievable.

Reporting Periods

A formal mid-course report is issued when approximately 50% of the course has been completed. A final report is issued after completion of the course and all required final evaluations. Additional progress updates are provided when needed. Fixed-term cohorts may follow published semester reporting dates in the separate School Year Calendar.

Course Orientation and Access Expectations

- Before beginning a course, the student receives orientation to the learning platform, course outline, completion schedule, attendance expectations, communication procedures, academic-integrity rules, technical requirements and final-evaluation procedures.
- The student and parent/guardian, where applicable, are informed of expected access frequency, assignment timelines and procedures for requesting support or an approved alternate schedule.
- Course announcements, teacher feedback and school email must be reviewed regularly.

3. Student Responsibilities, Attendance and Participation

Student Rights

- Each student has the right to equitable access to a rigorous Ontario secondary education and appropriate support for academic success.
- Each student has the right to be treated with respect and dignity and to learn free from discrimination, harassment, bullying, intimidation and retaliation.
- Each student has the right to a caring, inclusive, accessible and safe online learning environment that protects privacy and personal information.
- Each student has the right to clear learning expectations, fair and transparent assessment and evaluation, meaningful feedback and appropriate accommodations in accordance with documented needs and applicable policy.
- Each student has the right to raise a concern, provide relevant information and request a fair review of a school decision through the procedures described in this calendar.

Student Responsibilities

- Complete lessons, planned learning activities and assessments in the required sequence and within the agreed course schedule.
- Access the learning management system regularly and review announcements, deadlines and teacher feedback.
- Communicate promptly when support, clarification, accommodation or an extension is required.
- Submit original work and follow the school's academic-integrity and artificial-intelligence requirements.
- Participate in teacher conferences, identity-verification activities and proctored assessments when required.
- Maintain respectful conduct in online communications, discussions and live sessions.
- Protect usernames, passwords, school records and personal information.

Definition of Attendance in an Asynchronous Online Course

Attendance is demonstrated through meaningful and consistent engagement in planned learning. Login frequency and time logged into the learning management system are supporting indicators, but attendance is not determined by login data alone.

Teachers consider a combination of evidence, including:

- access to course lessons, resources and required online spaces;
- progress and time within planned learning activities;
- completion and submission of assignments and assessments;
- participation in discussions, conferences, tutorials, scheduled support sessions or approved alternative teacher interactions;
- responses to teacher communication and action on feedback;
- student learning logs or reflection records, where required; and
- progress against the individualized course completion schedule.

Students are normally expected to demonstrate active engagement on at least three separate days each week unless an alternate schedule has been approved.

Scheduled Attendance Opportunities and Absence Recording

For the purpose of attendance monitoring in a continuous-intake asynchronous course, a scheduled attendance opportunity is a planned engagement day, teacher-directed interaction or other instructional checkpoint identified in the student's weekly course schedule. A student is recorded present when sufficient evidence demonstrates meaningful engagement in the planned learning for that opportunity. An unexcused absence may be recorded when the student does not engage, does not complete an approved alternative and does not have an excused absence under legislation or school policy.

Teachers review attendance weekly and record Present, Present - Attendance Concern, Absent - Insufficient Meaningful Engagement, or Approved Alternate Schedule/Excused Absence. Records identify the evidence reviewed and any follow-up completed.

Attendance and Participation as Part of the Final Grade

Beginning in the 2026-2027 school year, attendance and participation form part of the final course grade: 15% in Grades 9 and 10 and 10% in Grades 11 and 12. Excused absences do not negatively affect the mark. The final attendance and participation mark is based on the full body of evidence, using professional judgement and giving consideration to consistent and recent evidence.

Achievement level	Unexcused absence indicator	Online participation indicators
Level 4 (80-100%)	0.0% to 2.5% unexcused absences	Consistently participates, contributes ideas, asks relevant questions, acts on feedback, communicates respectfully and supports a positive online learning environment.
Level 3 (70-79%)	More than 2.5% to 5%	Generally participates and contributes, asks relevant questions, responds to feedback, respects others and contributes to a positive learning environment.
Level 2 (60-69%)	More than 5% to 7.5%	Occasionally participates and contributes, sometimes asks questions or responds to feedback, and usually communicates appropriately.
Level 1 (50-59%)	More than 7.5% to 10%	Infrequently participates, rarely contributes or asks questions, and inconsistently responds to feedback or communication.
Below Level 1 (<50%)	More than 10%	Does not demonstrate sufficient participation, communication, response to feedback or contribution to the online learning environment.

The unexcused-absence indicator and participation evidence are considered together. An excused absence, approved religious or cultural observance, illness, unavoidable circumstance or approved alternate schedule is not counted negatively. Missing a scheduled support session does not automatically reduce the mark when the student demonstrates meaningful engagement through other planned activities or completes an approved alternative interaction.

Attendance Follow-up and Intervention

Stage	School response
Early concern	Teacher contacts the student, identifies missing work or inactivity, offers support and records the communication.
Continued concern	Parent/guardian is contacted where applicable; the completion plan is reviewed and a catch-up plan is documented.
Persistent disengagement	The matter is escalated to administration or student-success staff. A formal intervention meeting, revised timeline, academic support, attendance warning or other action may be used.
Credit risk	The principal reviews the evidence, communicates the risk to the student/parent and determines next steps consistent with Ministry policy and school procedures.

4. Ontario Secondary School Diploma and Certificate Requirements

Diploma requirements depend on the year in which the student entered Grade 9 and any applicable transfer, mature-student, equivalency or exemption provisions.

Grade 9 entry cohort	Compulsory credits	Optional credits	Additional requirements
2023-2024 or earlier	18	12	Literacy, community involvement and the applicable online learning requirement
2024-2025	17	13	Includes one Grade 9 or 10 technological education credit and one additional STEM-related compulsory credit
2025-2026 or later	17	13	Also includes the Financial Literacy Graduation Requirement beginning in 2026-2027

All students working toward the OSSD must earn 30 credits and satisfy the applicable non-credit graduation requirements. Transfer and mature students may have individualized remaining requirements established through Ministry-authorized procedures.

Students Who Began Grade 9 in 2023-2024 or Earlier

- 4 English credits (one per grade)
- 3 mathematics credits, including at least one Grade 11 or 12 credit
- 2 science credits
- 1 Canadian history credit
- 1 Canadian geography credit
- 1 arts credit
- 1 health and physical education credit
- 1 French as a second language credit
- 0.5 civics and citizenship credit
- 0.5 career studies credit
- 1 credit from each of Groups 1, 2 and 3, subject to the conditions below

Additional Compulsory Credit Groups for the 18-Credit Diploma

Group	Eligible credits
Group 1	Additional English; French as a second language; a Native language; a classical or international language; social sciences and the humanities; Canadian and world studies; guidance and career education; or cooperative education.
Group 2	Health and physical education; the arts; business studies; French as a second language; or cooperative education.
Group 3	Science (Grade 11 or 12); technological education; French as a second language; computer studies; or cooperative education.

- A maximum of two cooperative education credits may be used to meet compulsory credit requirements.
- A maximum of two French as a second language credits may be used as additional compulsory credits: one from Group 1 and one from either Group 2 or Group 3.
- English as a second language or English literacy development courses may be used for up to three compulsory English credits; the fourth must be a Grade 12 compulsory English course.
- OLC4O may be used as the Grade 11 or Grade 12 compulsory English credit, but not as both an English credit and an additional Group 1 credit.

Students Who Began Grade 9 in 2024-2025 or Later

- 4 English credits (one per grade)
- 3 mathematics credits (Grade 9, Grade 10 and one Grade 11 or 12)
- 2 science credits
- 1 technological education credit in Grade 9 or Grade 10
- 1 Canadian history credit in Grade 10
- 1 Canadian geography credit in Grade 9
- 1 arts credit
- 1 health and physical education credit
- 1 French as a second language credit
- 0.5 career studies credit
- 0.5 civics and citizenship credit
- 1 additional credit from the STEM-related group: business studies, computer studies, cooperative education, mathematics, science or technological education

Optional Credits

Students complete sufficient optional credits to reach 30 credits. Optional credits are selected with guidance support and should reflect the student's interests, prerequisites, graduation plan and postsecondary destination.

Ontario Secondary School Certificate (OSSC)

The OSSC may be granted, on request, to a student who leaves school before earning the OSSD after completing at least 14 credits: seven compulsory credits and seven optional credits.

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

The provisions for substitutions of compulsory credits that apply to the OSSD also apply to the OSSC, subject to Ministry restrictions and principal approval. The total number of credits required for the OSSC remains at least 14.

Certificate of Accomplishment

A Certificate of Accomplishment may be granted to a student who leaves school before meeting the requirements for the OSSD or OSSC. It recognizes achievement and is accompanied by the Ontario Student Transcript. A returning student may continue to earn credits and may later qualify for the OSSC or OSSD.

5. Literacy, Community Involvement, Financial Literacy and Online Learning

Provincial Secondary School Literacy Requirement

Students must satisfy the provincial secondary school literacy requirement to earn the OSSD. The Ontario Secondary School Literacy Test (OSSLT) is the primary means of meeting the requirement. The school communicates eligibility and administration information and supports students in preparing for the assessment.

- Accommodations, special provisions, deferrals and exemptions are considered individually by the principal in accordance with current EQAO and Ministry policy and are documented appropriately.
- Students who do not successfully complete the OSSLT may be eligible to complete OLC4O, the Ontario Secondary School Literacy Course.
- As an inspected private school, MITBRIDGE Academy does not offer adjudication for the Secondary School Literacy Graduation Requirement. Eligible students use the OSSLT, OLC4O and any other pathway or provision authorized by current Ministry policy.
- Completion of the literacy requirement is recorded on the OST.
- OLC4O cannot be granted through the PLAR challenge process.

Community Involvement Requirement

Students normally complete at least 40 hours of approved community involvement activities. Activities may begin in the summer before Grade 9. The purpose is to develop civic responsibility, strengthen communities and help students understand how they can contribute to others. The school's community involvement package, including eligible/ineligible activities and the completion form, is available through the school office and learning platform.

Procedures

- The student selects an activity in consultation with a parent/guardian where applicable.
- Activities not clearly included in approved examples must be submitted for approval before the student begins.
- Activities must occur outside scheduled instructional time, must not be paid and must not be counted toward a course credit.
- A supervisor verifies the dates, nature of the activity and hours completed.
- The student submits the school's completion form and supporting information.
- The principal determines whether the requirement has been satisfied and records completion on the OST.

Community Involvement Roles and Responsibilities

- Students: Select suitable activities, obtain written pre-approval where required, follow safety and conduct expectations, maintain accurate records, and submit the required completion documentation.
- Parents/guardians: Assist the student in selecting a suitable activity, consider safety and supervision, sign the notification and completion forms where applicable, and communicate questions or concerns to the sponsor or school.
- Community sponsors: Provide a safe and appropriately supervised activity, explain duties and expectations, provide required training or equipment, communicate concerns promptly, and verify the dates, nature of the activity and hours completed.
- The school: Provide information, forms and guidance regarding eligible and ineligible activities; review documentation; support students in resolving questions; and maintain the required records.
- The principal/designate: Determine whether a proposed activity is eligible, approve activities requiring pre-approval before they begin, decide whether the requirement has been satisfied, and record completion on the Ontario Student Transcript.

Examples of Eligible Activities

- supporting a registered charity or not-for-profit organization
- assisting with community events or youth programs
- environmental stewardship projects
- unpaid tutoring or support for individuals in the community

- volunteering with cultural, recreational, faith, health or social-service organizations where the activity meets Ministry and school requirements

Ineligible Activities

- paid employment or duties normally performed by a paid employee
- activities required for a course, cooperative education placement or work-experience credit
- regular household chores or personal recreation
- activities involving unsafe or prohibited work, regulated trades, medication administration, controlled substances, vehicles, power tools or other restricted duties
- court-ordered community service
- activities that conflict with law, safety requirements or school policy

Financial Literacy Graduation Requirement - Effective 2026-2027

Students who entered Grade 9 in the 2025-2026 school year or later must complete the Financial Literacy Graduation Requirement beginning in 2026-2027, unless Ministry policy provides that the student is not required to complete it. For most students, the requirement is completed in GLC2O, Career Studies.

- The requirement uses Ministry-provided learning modules and assessment questions.
- The student must earn at least 70% to meet the graduation requirement.
- The student has two attempts during GLC2O; the higher attempt is used for the course mark where applicable.
- For students completing the requirement in GLC2O, it represents 5% of the final course mark.
- After two unsuccessful in-course attempts, the school provides information about supervised re-attempts, additional instruction, equivalency activities when available, or adjudication in permitted circumstances.
- Completion is tracked separately from successful completion of GLC2O and is recorded on the OST.
- The secondary report card includes a Financial Literacy Graduation Requirement completion indicator and an N/A option for students who are not required to complete it.

Online Learning Graduation Requirement

Students who entered Grade 9 in 2020-2021 or later must normally earn at least two online learning credits unless an exemption or opt-out applies. Courses completed through MITBRIDGE Academy may count when they meet the Ministry definition of an online learning credit.

- A parent/guardian may opt a student under 18 out of the requirement.
- A student who is 18 or older, or who is 16 or 17 and has withdrawn from parental control, may opt out directly.
- The school explains the requirement and the implications of opting out before processing the request.
- Completed opt-out documentation is filed in the OSR and the requirement is shown as non-applicable on the OST, as required.
- A student who opts out may still choose to take online courses.

6. Curriculum, Credits, Course Types and Course Coding

Definition of a Credit

A credit is granted by the principal in recognition of successful completion of a Ministry-developed or Ministry-approved course for which the student earns a final mark of at least 50%. A full credit is scheduled for at least 110 hours of planned learning. A half credit is scheduled for at least 55 hours and must meet the applicable curriculum requirements.

Course Coding System

Position	Meaning	Example
First three characters	Subject or discipline	ENG = English
Fourth character	Grade level: 1 = Grade 9, 2 = Grade 10, 3 = Grade 11, 4 = Grade 12	ENG4U = Grade 12
Fifth character	Course type or destination	W, D, P, O, U, M, C or E

Course Types

Code	Type	Description
W	De-streamed	Common Grade 9 curriculum designed for a broad range of learners.
D	Academic	Develops knowledge and skills through theory, abstract problems and appropriate applications.
P	Applied	Develops essential concepts through practical applications and concrete examples; used in Grade 10 where applicable.
O	Open	Appropriate for a broad range of students and designed to broaden knowledge and skills.
U	University preparation	Designed to meet entrance requirements for university programs.
M	University/college preparation	Designed to meet entrance requirements for selected university and college programs.
C	College preparation	Designed to meet entrance requirements for college programs.
E	Workplace preparation	Designed for direct entry to the workplace, apprenticeship or other training.

Access to Curriculum Policy Documents and Outlines of Courses of Study

Current Ontario curriculum policy documents are available through the Ministry of Education Curriculum and Resources website. Each student receives access to the applicable Outline of Course of Study at the beginning of the course. Students and parents/guardians may request an electronic copy from the school at no charge.

Each Outline of Course of Study identifies the school, department, course developer/reviser, development and revision dates, course title, grade, course type, code, credit value, Ministry curriculum source, prerequisites, official course description, overall expectations, sequenced units and time allocations totalling 110 or 55 hours, teaching and learning strategies, assessment and evaluation strategies, program-planning considerations, essential resources, and the online/offline components of delivery.

Course approval control MITBRIDGE Academy will enrol students only in courses for which the principal has confirmed a current Outline of Course of Study, complete approved LMS course, appropriate teacher assignment and required assessment/final-evaluation materials.

7. Course Offerings and Curriculum-Aligned Course Descriptions

The courses below are the unique secondary credit courses identified for the 2026-2027 publication cycle. The public learning platform may display duplicate course shells, archived cohorts or non-credit Grades 6-8 resources; those items are not additional secondary credits. Availability is subject to principal approval, staffing, prerequisites, a current Outline of Course of Study, and a complete approved online course. The school will enrol students only in courses for which these controls are satisfied.

Access to Course Outlines

Students receive the applicable Outline of Course of Study at the beginning of the course. Students and parents/guardians may request an electronic copy from the school at no charge. Each outline identifies the curriculum source, prerequisites, overall expectations, sequenced units, online and offline activities, planned-learning hours, teaching strategies, assessment and evaluation, program-planning considerations and essential resources.

Course Offering Summary

Grade 9

Code	Course title	Type	Credit	Prerequisite
ENL1W	English	W	1.0	None
MTH1W	Mathematics	W	1.0	None
SNC1W	Science	W	1.0	None
CGC1W	Exploring Canadian Geography	W	1.0	None
TAS1O	Technology and the Skilled Trades	O	1.0	None
AVI1O	Visual Arts	O	1.0	None
PPL1O	Healthy Active Living Education	O	1.0	None

Grade 10

Code	Course title	Type	Credit	Prerequisite
ENG2D	English	D	1.0	Grade 9 English
MPM2D	Principles of Mathematics	D	1.0	Grade 9 Mathematics
SNC2D	Science	D	1.0	Grade 9 Science
CHC2D	Canadian History since World War I	D	1.0	None
CHV2O	Civics and Citizenship	O	0.5	None
GLC2O	Career Studies	O	0.5	None
TAS2O	Technology and the Skilled Trades	O	1.0	None
BEP2O	Launching and Leading a Business	O	1.0	None

Grade 11

Code	Course title	Type	Credit	Prerequisite
ENG3U	English	U	1.0	ENG2D
MCR3U	Functions	U	1.0	MPM2D
SBI3U	Biology	U	1.0	SNC2D
SCH3U	Chemistry	U	1.0	SNC2D
SPH3U	Physics	U	1.0	SNC2D
ICS3U	Introduction to Computer Science	U	1.0	None
CLU3M	Understanding Canadian Law	M	1.0	ENG2D or CHC2D
GWL3O	Designing Your Future	O	1.0	None
AVI3M	Visual Arts	M	1.0	Grade 9 or 10 Visual Arts, Open
TDJ3M	Technological Design	M	1.0	None

Grade 12

Code	Course title	Type	Credit	Prerequisite
ENG4U	English	U	1.0	ENG3U
MHF4U	Advanced Functions	U	1.0	MCR3U or MCT4C
MCV4U	Calculus and Vectors	U	1.0	MHF4U taken previously or concurrently
MDM4U	Mathematics of Data Management	U	1.0	MCR3U or MCF3M
SBI4U	Biology	U	1.0	SBI3U
SCH4U	Chemistry	U	1.0	SCH3U
SPH4U	Physics	U	1.0	SPH3U
SES4U	Earth and Space Science	U	1.0	SNC2D
BBB4M	International Business Fundamentals	M	1.0	None
BOH4M	Business Leadership: Management Fundamentals	M	1.0	None
CIA4U	Analysing Current Economic Issues	U	1.0	Any Grade 11 U/M course in Canadian and world studies, English, or social sciences and humanities
HNB4M	The World of Fashion	M	1.0	Any Grade 11 U/M course in social sciences and humanities, English, or Canadian and world studies
HFA4U	Nutrition and Health	U	1.0	Any Grade 11 U/M course in social sciences and humanities, English, or Canadian and world studies
HHS4U	Families in Canada	U	1.0	Any Grade 11 U/M course in social sciences and humanities, English, or Canadian and world studies
HSC4M	World Cultures	M	1.0	Any Grade 11 U/M course in social sciences and humanities, English, or Canadian and world studies
PSK4U	Introductory Kinesiology	U	1.0	Any Grade 11 U/M course in science or health and physical education
OLC4O	Ontario Secondary School Literacy Course	O	1.0	Eligibility under Ministry policy

Code	Course title	Type	Credit	Prerequisite
ICS4U	Computer Science	U	1.0	ICS3U
TEJ4M	Computer Engineering Technology	M	1.0	TEJ3M

English as a Second Language

Code	Course title	Type	Credit	Prerequisite
ESLAO	English as a Second Language, Level 1	O	1.0	None
ESLBO	English as a Second Language, Level 2	O	1.0	ESLAO or equivalent
ESLCO	English as a Second Language, Level 3	O	1.0	ESLBO or equivalent
ESLDO	English as a Second Language, Level 4	O	1.0	ESLCO or equivalent
ESLEO	English as a Second Language, Level 5	O	1.0	ESLDO or equivalent

Course Descriptions

Grade 9

ENL1W - English

Grade 9 | Type: W | Credit: 1.0 | Prerequisite: None

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.

MTH1W - Mathematics

Grade 9 | Type: W | Credit: 1.0 | Prerequisite: None

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

SNC1W - Science

Grade 9 | Type: W | Credit: 1.0 | Prerequisite: None

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.

CGC1W - Exploring Canadian Geography

Grade 9 | Type: W | Credit: 1.0 | Prerequisite: None

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.

TAS1O - Technology and the Skilled Trades

Grade 9 | Type: O | Credit: 1.0 | Prerequisite: None

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

AVI1O - Visual Arts

Grade 9 | Type: O | Credit: 1.0 | Prerequisite: None

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

PPL1O - Healthy Active Living Education

Grade 9 | Type: O | Credit: 1.0 | Prerequisite: None

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

Grade 10

ENG2D - English

Grade 10 | Type: D | Credit: 1.0 | Prerequisite: Grade 9 English

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

MPM2D - Principles of Mathematics

Grade 10 | Type: D | Credit: 1.0 | Prerequisite: Grade 9 Mathematics

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

SNC2D - Science

Grade 10 | Type: D | Credit: 1.0 | Prerequisite: Grade 9 Science

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.

CHC2D - Canadian History since World War I

Grade 10 | Type: D | Credit: 1.0 | Prerequisite: None

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada’s evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

CHV2O - Civics and Citizenship

Grade 10 | Type: O | Credit: 0.5 | Prerequisite: None

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

GLC2O - Career Studies

Grade 10 | Type: O | Credit: 0.5 | Prerequisite: None

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.

TAS2O - Technology and the Skilled Trades

Grade 10 | Type: O | Credit: 1.0 | Prerequisite: None

This hands-on course enables students to apply the engineering design process and other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and resources from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as quality control, and health and safety standards. Students explore opportunities for job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

BEP2O - Launching and Leading a Business

Grade 10 | Type: O | Credit: 1.0 | Prerequisite: None

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

Grade 11

ENG3U - English

Grade 11 | Type: U | Credit: 1.0 | Prerequisite: ENG2D

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

MCR3U - Functions

Grade 11 | Type: U | Credit: 1.0 | Prerequisite: MPM2D

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

SBI3U - Biology

Grade 11 | Type: U | Credit: 1.0 | Prerequisite: SNC2D

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

SCH3U - Chemistry

Grade 11 | Type: U | Credit: 1.0 | Prerequisite: SNC2D

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

SPH3U - Physics

Grade 11 | Type: U | Credit: 1.0 | Prerequisite: SNC2D

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

ICS3U - Introduction to Computer Science

Grade 11 | Type: U | Credit: 1.0 | Prerequisite: None

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

CLU3M - Understanding Canadian Law

Grade 11 | Type: M | Credit: 1.0 | Prerequisite: ENG2D or CHC2D

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.

GWL3O - Designing Your Future

Grade 11 | Type: O | Credit: 1.0 | Prerequisite: None

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

TDJ3M - Technological Design

Grade 11 | Type: M | Credit: 1.0 | Prerequisite: None

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.

AVI3M - Visual Arts

Grade 11 | Type: M | Credit: 1.0 | Prerequisite: Grade 9 or 10 Visual Arts, Open

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

Grade 12

ENG4U - English

Grade 12 | Type: U | Credit: 1.0 | Prerequisite: ENG3U

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

MHF4U - Advanced Functions

Grade 12 | Type: U | Credit: 1.0 | Prerequisite: MCR3U or MCT4C

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.

MCV4U - Calculus and Vectors

Grade 12 | Type: U | Credit: 1.0 | Prerequisite: MHF4U taken previously or concurrently

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in threedimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

MDM4U - Mathematics of Data Management

Grade 12 | Type: U | Credit: 1.0 | Prerequisite: MCR3U or MCF3M

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing 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.

SBI4U - Biology

Grade 12 | Type: U | Credit: 1.0 | Prerequisite: SBI3U

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of 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.

SCH4U - Chemistry

Grade 12 | Type: U | Credit: 1.0 | Prerequisite: SCH3U

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.

SPH4U - Physics

Grade 12 | Type: U | Credit: 1.0 | Prerequisite: SPH3U

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

SES4U - Earth and Space Science

Grade 12 | Type: U | Credit: 1.0 | Prerequisite: SNC2D

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

BBB4M - International Business Fundamentals

Grade 12 | Type: M | Credit: 1.0 | Prerequisite: None

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.

BOH4M - Business Leadership: Management Fundamentals

Grade 12 | Type: M | Credit: 1.0 | Prerequisite: None

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

CIA4U - Analysing Current Economic Issues

Grade 12 | Type: U | Credit: 1.0 | Prerequisite: Any Grade 11 U/M course in Canadian and world studies, English, or social sciences and humanities

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.

HNB4M - The World of Fashion

Grade 12 | Type: M | Credit: 1.0 | Prerequisite: Any Grade 11 U/M course in social sciences and humanities, English, or Canadian and world studies

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.

HFA4U - Nutrition and Health

Grade 12 | Type: U | Credit: 1.0 | Prerequisite: Any Grade 11 U/M course in social sciences and humanities, English, or Canadian and world studies

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

HHS4U - Families in Canada

Grade 12 | Type: U | Credit: 1.0 | Prerequisite: Any Grade 11 U/M course in social sciences and humanities, English, or Canadian and world studies

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

HSC4M - World Cultures

Grade 12 | Type: M | Credit: 1.0 | Prerequisite: Any Grade 11 U/M course in social sciences and humanities, English, or Canadian and world studies

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse 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 analyse 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.

PSK4U - Introductory Kinesiology

Grade 12 | Type: U | Credit: 1.0 | Prerequisite: Any Grade 11 U/M course in science or health and physical education

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

OLC4O - Ontario Secondary School Literacy Course

Grade 12 | Type: O | Credit: 1.0 | Prerequisite: Eligibility under Ministry policy

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.)

ICS4U - Computer Science

Grade 12 | Type: U | Credit: 1.0 | Prerequisite: ICS3U

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

TEJ4M - Computer Engineering Technology

Grade 12 | Type: M | Credit: 1.0 | Prerequisite: TEJ3M

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.

English as a Second Language

ESLAO - English as a Second Language, Level 1

English as a Second Language | Type: O | Credit: 1.0 | Prerequisite: None

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.

ESLBO - English as a Second Language, Level 2

English as a Second Language | Type: O | Credit: 1.0 | Prerequisite: ESLAO or equivalent

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.

ESLCO - English as a Second Language, Level 3

English as a Second Language | Type: O | Credit: 1.0 | Prerequisite: ESLBO or equivalent

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.

ESLDO - English as a Second Language, Level 4

English as a Second Language | Type: O | Credit: 1.0 | Prerequisite: ESLCO or equivalent

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.

ESLEO - English as a Second Language, Level 5

English as a Second Language | Type: O | Credit: 1.0 | Prerequisite: ESLDO or equivalent

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.

Notes on ESL Credits and Course Availability

A maximum of three ESL or ELD credits may count toward the four compulsory English credits for the OSSD; the fourth compulsory English credit must be a Grade 12 compulsory English course. The principal confirms placement and prerequisite equivalency. MITBRIDGE Academy may add, pause or withdraw a course during the year only after completing the required curriculum, staffing, assessment and inspection-readiness controls; the public calendar and course inventory are updated accordingly.

8. Assessment, Evaluation, Examinations and Reporting

Purpose and Principles

The primary purpose of assessment and evaluation is to improve student learning. Practices are fair, transparent, equitable, ongoing and connected to curriculum expectations, learning goals and success criteria. Students receive multiple and varied opportunities to demonstrate learning.

Assessment for, as and of Learning

Assessment for learning: Diagnostic and formative assessment used to determine current understanding, provide feedback and plan instruction.

Assessment as learning: Student self-assessment, peer assessment, reflection, goal setting and monitoring of progress.

Assessment of learning: Evaluation evidence used to judge achievement of curriculum expectations and assign a grade.

Triangulation of Evidence

Teachers gather evidence over time from observations, conversations and student products. Online evidence may include live or recorded conferences, oral explanations, discussion contributions, screen-sharing, demonstrations, drafts, portfolios, tests, projects, presentations, written work and final evaluations. Oral communication expectations are taught and assessed through appropriate synchronous or recorded tasks where applicable.

Learning Goals, Success Criteria and Feedback

Learning goals and success criteria are communicated through course pages, assessment instructions, rubrics, checklists and teacher interaction. Teachers provide timely, specific and meaningful descriptive feedback linked to the learning goals, success criteria and next steps. Feedback may be written, audio, video or provided through a conference. Students are expected to review and apply feedback in subsequent work.

Achievement Chart Categories

- Knowledge and Understanding
- Thinking
- Communication
- Application

Percentage range	Level	General description
80-100	Level 4	High to very high degree of effectiveness; above the provincial standard.
70-79	Level 3	Considerable effectiveness; provincial standard.
60-69	Level 2	Some effectiveness; approaching the provincial standard.
50-59	Level 1	Limited effectiveness; below the provincial standard.
Below 50	R	Insufficient achievement; credit is not granted.

Determining the Final Grade - 2026-2027

Except where a current Ministry policy establishes a course-specific requirement, final grades are determined using the following mandatory structure:

Grade level	Course work throughout the course	Mandatory final evaluations	Attendance and participation
Grades 9 and 10	65%	20%	15%

Grade level	Course work throughout the course	Mandatory final evaluations	Attendance and participation
Grades 11 and 12	65%	25%	10%

The course-work component reflects the student's most consistent level of achievement of curriculum expectations, with special consideration given to more recent evidence. Final evaluations must allow the student to demonstrate comprehensive achievement of the overall expectations.

Mandatory Final Evaluation Breakdown for Courses Offered

Grade band	Subject area	Required final evaluation	Notes
Grades 9-10	English, mathematics and science	20% written exam	For MTH1W, the EQAO Grade 9 mathematics assessment is the 20% written exam.
Grades 9-10	Arts, computer studies, health and physical education, technological education	10% written exam + 10% culminating task	Applies to courses in these subject areas.
Grades 9-10	Canadian and world studies	20% written exam	Includes Grade 9 geography and Grade 10 history/civics.
Grades 9-10	Business studies, social sciences and humanities, international/native languages, First Nations, Metis and Inuit studies	10% written exam + 10% culminating task	Subject-specific Ministry rules apply.
Grade 10	Career Studies (GLC2O)	5% Financial Literacy Graduation Requirement + 15% culminating task	Different treatment applies where the requirement is already completed or not applicable.
Grades 11-12	English, mathematics and science	25% written exam	Written exam occurs in the designated exam period.
Grades 11-12	Arts, computer studies, health and physical education, technological education	10% written exam + 15% culminating task	Applies to courses in these subject areas.
Grades 11-12	Canadian and world studies, business studies, social sciences and humanities	15% written exam + 10% culminating task	Applies unless a course-specific exception governs.
Grades 11-12	International/native languages and First Nations, Metis and Inuit studies	10% written exam + 15% culminating task	NBE3U/NBE3C require a 25% written exam.
Exempt courses/areas	Grades 9-10 LDCC; Grades 11-12 workplace and open; guidance except GLC2O; cooperative education; interdisciplinary studies; ASL	20% (Grades 9-10) or 25% (Grades 11-12) appropriate final evaluation	A mandatory written exam is not required, but an appropriate final evaluation is required.

Designated Examination Period and Proctoring

For a continuous-intake course, the designated examination period is the final five instructional days shown on the student's individualized course schedule. For fixed-term cohorts, the designated period is published in the School Year Calendar. Written final examinations are completed during the designated period. MITBRIDGE Academy may proctor examinations online using identity verification, secure access, webcam/video supervision, screen monitoring or other integrity controls. The school communicates the date, time, permitted materials, technical requirements and procedures in advance.

A missed final evaluation is addressed through the school's documented procedure. The student must contact the school promptly and provide supporting information where required. The principal determines whether a rescheduled evaluation, alternative arrangement or other action is appropriate.

Learning Skills and Work Habits

Learning skills and work habits are reported separately from achievement of curriculum expectations except where they are explicitly part of an expectation. The six areas are Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. They are reported using E (Excellent), G (Good), S (Satisfactory) and N (Needs Improvement).

Report Cards and Communication

- A mid-course report is issued at approximately the halfway point.
- A final report is issued after completion of the course and final evaluation.
- The report card includes the minimum information required by Growing Success and the Ministry, including the Financial Literacy Graduation Requirement indicator where applicable.
- The principal or designate signs/authorizes report cards in accordance with school procedure.
- Where another Ontario school holds the OSR, the final report card and required withdrawal information are sent to that school.
- Formal reporting is supplemented by ongoing communication with students and parents/guardians.

Late and Missed Assignments

Students are expected to submit work according to the course schedule. When work is late or missing, the teacher uses professional judgement and considers the reason, the student's circumstances, the evidence needed to evaluate expectations and the strategies most likely to support completion. Strategies may include reminders, conferences, revised deadlines, academic support, parent/guardian contact, alternative evidence and, when necessary, consequences permitted by Ministry policy. A mark of zero is used only after appropriate professional judgement and intervention.

9. Student Records: Ontario Student Record and Ontario Student Transcript

Ontario Student Record (OSR)

MITBRIDGE Academy establishes and maintains the OSR for students for whom it is the school of record, in accordance with the Ontario Student Record Guideline. For a part-time student whose OSR is held by another Ontario school, MITBRIDGE Academy maintains the records required for the course and sends the final report card and other required information to the OSR-holding school.

- A designated staff member performs clerical functions related to establishing and maintaining OSRs.
- OSRs are maintained securely and confidentially, with controlled access, regular review and documented transfer and disposal procedures.
- Students and parents/guardians have access rights as established by law and Ministry policy.
- The OSR folder includes required biographical data, verification information, OEN, schools attended and attendance dates.
- Documentation relating to prerequisite waivers, compulsory-credit substitutions, reach-ahead credits, PLAR equivalency/challenge, online-learning opt-outs and other decisions is filed where required.
- For a student whose regular school holds the OSR, the school maintains evidence that the regular school principal was informed of the enrolment.
- Report cards are filed for each reporting period, and the documentation file contains only appropriate records. EQAO results are filed in the OSR folder rather than the documentation file.
- The office index card is maintained separately from the OSR folder.
- Electronic records are protected through role-based access, security controls, backups and appropriate retention procedures.

Retention, Transfer and Disposal

The school follows Ministry retention requirements. The OSR folder, OST and office index card are retained for 55 years after the student retires from school. Report cards and documentation-file material are normally retained for five years after retirement. Transfers are completed through official school-to-school procedures. Records are disposed of securely and confidentially when the required retention period ends.

Ontario Student Transcript (OST)

The OST is the official cumulative record of secondary school credit achievement. Where MITBRIDGE Academy holds the OSR, the school initiates, maintains, issues and stores the OST.

- Course titles and codes are entered as stated in the applicable curriculum policy document and are recorded chronologically.
- Compulsory credits and approved substitutions are identified; an approved substitution is shown with the required X indicator.
- Equivalent credits and the corresponding number of compulsory credits are recorded in accordance with Ministry procedures.
- Grade 11 and 12 courses are recorded under full-disclosure rules, including withdrawals, repeated courses and the mark/indicator required by the OST Manual.
- Completion of community involvement, literacy, online learning and financial literacy is recorded where applicable.
- For a retired or graduated student, the file includes a final hard copy of the OST, completed retirement information in the OSR folder and the office index card.

10. Prerequisites, Reach-Ahead Credits, Course Changes, Full Disclosure, PLAR and Other Credit Pathways

Prerequisites and Waivers

Prerequisites are specified in Ministry curriculum policy. The school verifies prerequisites before enrolment. A parent/guardian or adult student may request a waiver, and the principal may also initiate consideration. The principal decides in consultation with the student, parent/guardian and appropriate staff. The decision, evidence and reasons are documented in the OSR where required.

Reach-Ahead Credits for Grade 8 Students

Under exceptional circumstances, a student in Grade 8 may be permitted to take a secondary school credit course during the school year or in the summer before Grade 9. Approval is made case by case only when the principals of the student's elementary school and MITBRIDGE Academy determine that the course is in the student's best interest and the parent/guardian provides written consent.

Before enrolment, MITBRIDGE Academy verifies the student's readiness, prerequisite preparation, workload, technical access and support needs; confirms that the course is available and supported by a current approved course outline; obtains the elementary school principal's written approval and the parent/guardian's written consent; and establishes a documented plan for supervision, attendance, teacher contact and progress monitoring. The plan identifies the responsibilities of the elementary school, MITBRIDGE Academy, the student and the parent/guardian, including how concerns, absences and safety issues will be communicated.

The MITBRIDGE Academy principal is responsible for evaluating the student's achievement, granting the credit when all curriculum and credit requirements are met, recording the result on the provincial report card and Ontario Student Transcript, and ensuring that required documentation is filed in or sent to the Ontario Student Record. A reach-ahead credit does not, by itself, constitute entry into Grade 9. Community involvement hours may begin in the summer before Grade 9 under the separate policy in Section 5.

Changing Course Types

Because core Grade 9 courses are de-streamed, students do not select between academic and applied versions of those courses. When a student wishes to move between Grade 10 course types or into a Grade 11 or 12 pathway for which the student lacks preparation, the school reviews prerequisites, prior achievement, support needs and any available transfer course. MITBRIDGE Academy does not currently offer transfer courses unless they are specifically listed in the approved course inventory.

Withdrawal and Full Disclosure

- Withdrawals from Grade 9 and 10 courses are not recorded on the OST; only successfully completed courses are recorded.
- For Grade 11 and 12 courses, a withdrawal within five instructional days following the issue of the first provincial report card is not recorded on the OST.
- A withdrawal after the full-disclosure point is recorded with a W in the credit column and the mark at the time of withdrawal.
- In extraordinary circumstances, the principal may authorize the special indicator permitted by the OST Manual and retain supporting documentation.
- For part-time students, required withdrawal information is sent to the school holding the OSR.

Repeating a Course

Only one credit is granted when a course is repeated. Grade 11 and 12 attempts are recorded in accordance with full-disclosure rules and the OST Manual. The lower mark is normally identified with the applicable repeat-course notation.

Substitutions for Compulsory Credits

The principal may substitute up to two compulsory credits in accordance with Ministry policy when a substitution is in the student's educational interests; up to four compulsory credits may be substituted for a student identified as exceptional where Ministry policy permits. The decision is made in consultation with the parent/guardian or adult student and appropriate staff. Each approved substitution is documented in the OSR and shown with an X on the OST. A substitution does not decrease the total number of credits required for the applicable diploma or certificate.

- English as a second language and English literacy development credits cannot be used as substitutions, although up to three may meet compulsory English requirements.
- No more than one learning strategies credit may be used through substitution.
- Cooperative education, college-delivered dual credits and locally developed compulsory credits may not be used as substitutions except as specifically permitted by Ministry policy.

Prior Learning Assessment and Recognition (PLAR)

PLAR is the formal process through which eligible students may receive recognition for prior learning. It includes equivalency and, where available and appropriate, challenge processes.

Equivalency: The principal assesses previous secondary school credentials from outside Ontario or from a non-inspected school to determine placement, equivalent credits and remaining diploma requirements. The equivalency assessment is retained in the OSR.

Challenge: A PLAR challenge is available only where the principal confirms student eligibility, an approved school procedure, an appropriate assessor and suitable assessment evidence. OLC4O cannot be granted through challenge.

Mature students: The school applies PPM 132 and the applicable mandatory PLAR provisions for mature students, documenting the assessment, remaining requirements and credits granted.

Record keeping: All PLAR decisions and credits are recorded in accordance with Ministry policy and the OST Manual.

Alternative Ways of Earning Credits

Students may discuss courses offered by another inspected private school, a district school board, TVO ILC, continuing education, summer school, independent study or private study with guidance staff. Before enrolment, students must determine how the course supports the diploma plan and how records will be transferred. MITBRIDGE Academy grants credit only for courses delivered or assessed under its authority and approved procedures.

Experiential Learning and Cooperative Education

Experiential learning may include career exploration, guest speakers, job shadowing, projects and community-based experiences. MITBRIDGE Academy does not currently offer cooperative education or credit-bearing work experience unless these programs appear in the approved 2026-2027 course inventory and are implemented in full accordance with Ministry policy.

11. Guidance, Student Success, English Language Learners and Accommodations

Guidance and Education/Career-Life Planning

Guidance supports students in course selection, diploma planning, postsecondary research and transitions. Students are encouraged to maintain an Individual Pathways Plan or equivalent planning record that reflects interests, strengths, goals, prerequisites and destination requirements.

- orientation to the school and learning platform
- review of prior records and diploma requirements
- course selection and prerequisite planning
- graduation tracking
- college, university, apprenticeship and workplace planning
- application and transition support
- exit planning and transfer of records

Course Selection Process

Review the student's prior transcript/report cards, transfer credits and graduation status.
Confirm the student's intended pathway and postsecondary prerequisites.
Identify required compulsory credits, prerequisite sequence and optional courses.
Review course load, planned completion dates, technical access and available supports.
Obtain student/parent approval where applicable and document the academic plan.
Revisit the plan when achievement, goals or destination requirements change.

Student Success and Students at Risk

The school uses early identification, regular progress monitoring and documented intervention to support students who are at risk of disengagement, course failure or delayed graduation. Supports may include revised pacing, tutoring, teacher conferences, parent meetings, additional practice, study-skills coaching, guidance planning and referral to appropriate external services.

English Language Learners

English language learners receive appropriate instructional and assessment supports while continuing to work toward the same curriculum expectations unless a different program is formally established. Supports may include clarified instructions, visual supports, vocabulary development, additional processing time, conferencing, assistive technology and scaffolded tasks. English language learner status does not automatically change curriculum expectations or the standard for earning a credit.

Special Education and Accommodations

The school considers documented student strengths and needs and provides accommodations that enable access to learning without changing the curriculum expectations being evaluated. Accommodations may include changes to presentation, setting, timing, response format, assistive technology, chunking, additional feedback or alternative ways to demonstrate learning. Modifications that change course expectations are considered only where permitted and are documented clearly.

School and Community Resources

- teacher, guidance and administrative support
- online library, databases and research resources
- technical support for the learning platform
- Ontario curriculum and Ministry resources
- community and postsecondary resources
- 211 Ontario for community and social-service navigation
- Kids Help Phone and emergency services where immediate support is required

MITBRIDGE Academy is an online school and does not operate a student computer lab or physical library/resource centre. Students require access to suitable equipment and internet service; the school provides digital resources, technical guidance and reasonable accessible-format support. Where a barrier is identified, the school considers alternate arrangements on an individual basis.

12. Safe Schools, Academic Integrity, Artificial Intelligence and Acceptable Use

Safe and Respectful Learning Environment

MITBRIDGE Academy is committed to a safe, inclusive and respectful learning environment. Harassment, discrimination, bullying, cyberbullying, threats, hate, intimidation, sexual harassment, violence, impersonation and misuse of personal information are prohibited. Concerns are reported to a teacher or administrator and addressed according to school procedures and applicable law.

Student Code of Conduct

- Treat students, staff and community members with respect.
- Use respectful language and appropriate digital conduct.
- Follow teacher directions and course procedures.
- Protect the privacy, safety and dignity of others.
- Attend and participate consistently.
- Complete honest, original work and properly acknowledge sources.
- Use school systems and technology only for authorized educational purposes.
- Report safety, security or academic-integrity concerns promptly.

Progressive Discipline and Response to Serious Misconduct

MITBRIDGE Academy uses preventive, restorative and progressive responses to inappropriate conduct. The purpose is to protect safety, repair harm, reinforce expectations and help students make better decisions while maintaining the integrity of the learning environment.

- Responses are proportionate to the conduct and may take into account its seriousness, frequency and impact; the student's age and maturity; prior incidents; individual circumstances; documented needs and accommodations; and any mitigating or other relevant factors.
- Possible responses include re-teaching expectations, a warning, a teacher-student or family conference, restorative action, additional supervision, a behaviour or safety plan, loss of a specific privilege, temporary restriction from a non-essential online activity, referral to the principal, or another consequence permitted by school policy and applicable law.
- Serious misconduct, repeated misconduct or an immediate safety, security or privacy concern may be referred directly to the principal and may require immediate protective action. The school may preserve relevant records and contact emergency services, police, child-protection authorities or another appropriate agency where required.
- The student and parent/guardian, where applicable, are informed of significant concerns and decisions. The student is given an opportunity to provide relevant information unless an immediate safety response must occur first.
- Where a student is removed from regular participation for an extended period, the school will make reasonable arrangements for continued access to learning and will use an appropriate reintegration plan when the student returns.

Cheating and Plagiarism

Cheating and plagiarism include presenting another person's or a tool's work as one's own, unauthorized collaboration, copying, purchasing work, falsifying evidence or citations, using prohibited aids, sharing assessment content, impersonation and unauthorized use of artificial intelligence. Teachers consider the student's age, maturity, prior instruction, intent and circumstances while protecting the integrity of the credit.

- teach or review required academic-integrity skills
- require resubmission or a new assessment
- use oral verification, drafts, version history or additional evidence
- contact the parent/guardian where appropriate
- apply an academic consequence consistent with Ministry and school policy

- refer serious or repeated incidents to the principal

Academic Integrity Review and Appeal Procedure

When cheating, plagiarism, impersonation or unauthorized use of artificial intelligence is suspected, the following review process applies:

- 1. The teacher identifies the concern and retains the relevant evidence, which may include the submitted work, sources, assessment instructions, drafts, version history, learning-management-system records or comparison with the student's previous work.
- 2. The student is notified of the concern and the basis for it. The student is given a reasonable opportunity to explain the circumstances and provide relevant evidence.
- 3. The teacher may require source notes, planning work, drafts, revision history, an oral explanation, a supervised demonstration or a new assessment to verify the student's learning and authorship.
- 4. The teacher considers the full body of evidence and uses professional judgement. A plagiarism score, artificial-intelligence detector or other automated result is not, by itself, sufficient to establish academic dishonesty.
- 5. The outcome and any consequence are communicated to the student and, where appropriate, the parent/guardian and administration. The reasons and required next steps are explained and documentation is retained where required.
- 6. A student, parent/guardian or adult student may request a review by the principal or vice-principal by submitting the reasons for the appeal and any additional evidence. The reviewer considers the original evidence, the student's response and the appropriateness of the consequence, and may confirm, modify or overturn the decision. The outcome of the review is communicated in writing.

Responsible Use of Artificial Intelligence

- AI tools may support learning only when the teacher or assessment instructions permit their use.
- Students remain responsible for the accuracy, originality and quality of submitted work.
- Students must disclose and cite AI assistance when required.
- AI may not complete an assessment intended to demonstrate independent achievement unless expressly authorized.
- Students may be required to provide planning notes, drafts, sources, revision history, oral explanations or a supervised demonstration.
- Students must not upload confidential, personal or school-protected information to public AI services.
- Fabricated sources, false information or undisclosed AI-generated work may be treated as academic dishonesty.
- Teachers use professional judgement and multiple sources of evidence before making an academic-integrity determination.

Acceptable Use of Technology

- Students are responsible for all activity under their account and may not share credentials.
- Unauthorized access, hacking, malware, scraping, circumvention of security controls and interference with school systems are prohibited.
- Course content, assessments, teacher materials and student work may not be copied, recorded, distributed or published without authorization.
- School systems may be monitored and logged for security, attendance, instructional and compliance purposes.
- Students must use appropriate language, images and files and respect copyright and privacy.
- The school may restrict or suspend access while investigating misuse or protecting system security.

13. Technical Requirements, Learning Resources and Credit Integrity

Minimum Hardware and Software

Requirement	Minimum expectation
Computer	A current laptop or desktop computer. A mobile phone alone is not sufficient for most courses.
Internet	Reliable broadband internet capable of accessing multimedia, uploading files and participating in video conferences.
Browser	A current version of Chrome, Edge, Firefox or Safari with cookies and JavaScript enabled.
Audio/video	Working speakers or headphones, microphone and webcam.
Productivity tools	Word-processing, spreadsheet and presentation software capable of opening standard file formats.
PDF and media	A current PDF reader and the ability to play common audio/video formats.
Email	A monitored email account for school communication.
Security	Updated operating system, antivirus/security protection and secure passwords.

Accessibility and Technical Support

Students should notify the school promptly when a disability, language need or technical barrier affects access to the course. The school considers reasonable accommodations, accessible formats and technical support. Students remain responsible for maintaining functional equipment and internet access unless alternate arrangements are approved.

Accounting for 110 Hours of Planned Learning

The school uses multiple forms of evidence to demonstrate the required planned-learning time, including:

- course maps and unit/activity time allocations totalling at least 110 hours for a full credit or 55 hours for a half credit
- regular student engagement in lessons, activities, discussions and teacher-directed interactions
- learning management system activity records and submission history
- student learning logs for online and offline activities where required
- teacher support and instruction throughout the planned-learning hours
- ongoing teacher communication and progress monitoring

Identity Verification and Credit Integrity

The school verifies that the person earning the credit is the enrolled student. Verification may include government-issued identification, registration records, student photographs, video conferences, oral questioning, comparison of work over time, drafts and version history, supervised assessments, secure login information, proctoring and review of course activity. Teachers regularly review student work and may require oral verification or a supervised demonstration. The principal may require additional evidence before granting a credit.

Inspection Access and Evidence

The school provides an inspector with appropriate access to course content, discussion areas, student records management areas and other administrative views required for inspection. During an inspection, the school can demonstrate course delivery on a day-to-day basis, teacher involvement, assessment and feedback, attendance monitoring, planned-learning hours, student identity verification and proctored final evaluation procedures.

14. Forms and Appendices

The following forms support implementation of the policies described in this calendar. The school may use equivalent secure electronic forms provided that the same information, approvals and records are retained.

APPENDIX A - WEEKLY ONLINE ATTENDANCE AND PARTICIPATION RUBRIC

Student name	
Course	
Teacher	
Week / date range	
Approved alternate schedule or excused absence (if applicable)	

Teachers select the descriptor that best reflects the week's evidence. The weekly rubric supports monitoring; the final attendance and participation mark is determined from the full body of evidence using the Ministry achievement levels and unexcused-absence indicators in Section 3.

Criterion	4 - Consistently	3 - Generally	2 - Occasionally	1 - Infrequently	Below Level 1
Scheduled attendance	☐ Met all or nearly all planned attendance opportunities.	☐ Met most planned attendance opportunities.	☐ Missed several opportunities; some evidence of engagement.	☐ Frequently missed planned opportunities.	☐ Little or no meaningful engagement.
Course progress	☐ Met or exceeded planned weekly progress.	☐ Completed most planned work.	☐ Completed some work but is behind.	☐ Made limited progress.	☐ Made no measurable progress.
Participation	☐ Consistently contributes, asks relevant questions and uses feedback.	☐ Generally contributes and responds to feedback.	☐ Occasionally participates or responds.	☐ Rarely participates or responds.	☐ Does not participate or respond.
Teacher interaction	☐ Participated meaningfully in scheduled interaction or approved alternative.	☐ Participated with adequate engagement.	☐ Interaction was delayed or limited.	☐ Missed interaction and follow-up was minimal.	☐ Missed interaction and did not communicate.
Respectful online conduct	☐ Consistently respectful and supports a positive learning environment.	☐ Generally respectful and appropriate.	☐ Usually appropriate; occasional reminders needed.	☐ Repeated reminders or concerns.	☐ Conduct significantly interfered with learning or safety.

Evidence Reviewed

☐ Lessons/resources accessed ☐ Assignments/assessments submitted ☐ Course progress records ☐ Teacher conference/drop-in participation ☐ Email/LMS communication ☐ Learning log/reflection ☐ Other: _____

Weekly Attendance Decision and Follow-up

☐ Present - Meeting Expectations ☐ Present - Attendance Concern ☐ Absent - Insufficient Meaningful Engagement ☐ Approved Alternate Schedule/Excused Absence

Teacher comments	
Follow-up action	
Teacher signature and date	

APPENDIX B - COMMUNITY INVOLVEMENT COMPLETION FORM

Student name	
OEN	
Activity / organization	
Activity description	
Location or online setting	
Supervisor name and contact	
Dates completed	
Total hours	

I certify that the information above is accurate and that the activity was completed in accordance with school and Ministry requirements.

Student signature / date	
Parent/guardian signature / date (if applicable)	
Supervisor signature / date	
Principal/designate approval / date	

APPENDIX B1 - COMMUNITY INVOLVEMENT ACTIVITY NOTIFICATION/PRE-APPROVAL FORM

Complete and submit this form before beginning an activity that is not clearly included in the school's approved examples or when the school requests advance review. The student must not begin an activity requiring pre-approval until written approval is provided.

Student name	
OEN	
Activity / organization	
Activity description and proposed duties	
Location or online setting	
Supervisor name and contact	
Proposed start date	
Proposed completion date	
Estimated number of hours	
Required training, equipment or safety considerations	

Student declaration: I have reviewed the community involvement requirements and confirm that the information above is accurate. I understand that approval may be withdrawn if the activity changes or does not meet Ministry or school requirements.

Student signature / date	
Parent/guardian signature / date (if applicable)	
Principal/designate decision: ☐ Approved ☐ Denied ☐ More information required	
Principal/designate reasons / conditions	
Principal/designate signature / date	

APPENDIX C - PREREQUISITE WAIVER REQUEST

Student name	
OEN	
Requested course code and title	
Required prerequisite	
Reason for request and supporting evidence	
Student signature / date	
Parent/guardian signature / date (if applicable)	
Principal decision: Approved / Denied	
Principal reasons and signature / date	

APPENDIX D - COMPULSORY CREDIT SUBSTITUTION REQUEST

Student name	
OEN	
Compulsory credit to be replaced	
Proposed substitute credit	
Educational rationale	
Student signature / date	
Parent/guardian signature / date (if applicable)	
Principal decision: Approved / Denied	
Principal reasons and signature / date	

APPENDIX E - ONLINE LEARNING GRADUATION REQUIREMENT OPT-OUT

The school has explained the two-credit online learning graduation requirement, its intended benefits and the effect of opting out. Opting out does not prevent the student from taking online courses and does not remove any other graduation requirement.

Student name	
OEN	
Parent/guardian or adult student name	

I request that the student be opted out of the online learning graduation requirement. I understand that the decision will be documented in the OSR and shown as non-applicable on the OST in accordance with Ministry policy.

Signature	
Date	
School receipt and processing date	
Principal/designate signature	

APPENDIX F - COURSE CALENDAR REQUIREMENT CROSS-REFERENCE

This administrative cross-reference identifies where the Ministry course-calendar checklist components are addressed. It may be retained for inspection support or removed from the public-facing copy.

Checklist component	Calendar location
Value of secondary education and commitment to every student	Section 1
Learning to age 18	Section 1
Goals and philosophy	Section 1
Terms, reporting periods and timetable organization	Section 2
Student responsibilities, achievement and attendance	Sections 2, 3 and 8
Code of conduct and safe-school policy	Section 12
OSSD compulsory and optional credits	Section 4
Literacy requirement, OSSLT, OLC4O, accommodations, deferrals and exemptions	Section 5
Community involvement requirements and procedures	Section 5 and Appendix B
Compulsory credit substitutions	Sections 4 and 10; Appendix D
OSSC and substitution policy	Section 4
Certificate of Accomplishment	Section 4
Definition of a credit	Section 6
Course types and coding	Section 6
Descriptions of all courses offered	Section 7
Access to course outlines and curriculum documents	Section 6
Experiential learning/cooperative education	Section 10
Grade 11/12 withdrawal policy	Section 10
Changing course types	Section 10
PLAR equivalency and challenge	Section 10
Other ways of earning credits	Section 10
Reach-ahead credits for Grade 8 students	Section 10
Evaluation and examination policies	Section 8
Reporting, report card and OST	Sections 8 and 9
Guidance, IPP and education/career-life planning	Section 11
Course selection strategies and resources	Section 11
Interventions for students at risk	Sections 3 and 11
English language learner supports	Section 11
Computer lab/resource centre/library	Sections 11 and 13
Community resources	Section 11
Special education accommodations	Section 11

APPENDIX G - ONLINE SCHOOL REQUIREMENT CROSS-REFERENCE

Online-school evidence item	Calendar location
Calendar published on a publicly accessible website	Cover and Section 2
Minimum hardware/software requirements	Section 13
Attendance definition and follow-up procedures	Section 3 and Appendix A
Acceptable Use Policy	Section 12
Community involvement package	Section 5 and Appendix B
Ontario Secondary School Literacy Course offered	Sections 5 and 7
Login/access expectations, planned-learning logs and progress evidence	Sections 2, 3 and 13
Contact procedures for non-engagement	Section 3
Parents/students informed of expectations and timelines	Section 2
Online/offline activities identified in course outlines	Sections 2 and 6
Evidence supporting 110 hours and teacher support	Sections 2 and 13
Teacher verification that work belongs to enrolled student	Sections 12 and 13
Proctored final examination and credit integrity	Sections 8 and 13
Assessment/evaluation strategies and triangulation	Section 8
Curriculum expectations linked to content	Sections 2 and 6
Oral communication evidence where applicable	Section 8
Learning goals, success criteria, rubrics and descriptive feedback	Section 8
Assessment for/as/of learning	Section 8
Inspection access to course and administrative areas	Section 13

15. Ministry Policy and Resource References

The following sources guide this calendar. Ministry policy, legislation and curriculum documents prevail if a conflict arises. Links and policy updates were reviewed on August 27, 2026.

- Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements
- Ontario Schools, section 2.5.2.1 - Reach-ahead opportunities for elementary school students
- Growing Success: Assessment, Evaluation and Reporting - updates and addenda
- Student assessment, evaluations and report cards
- Ontario Curriculum and Resources
- Grade 10 Canadian History since World War I (effective 2026-2027)
- Ontario Student Record Guideline
- Ontario Student Transcript Manual
- PPM 124 - Ontario Secondary School Diploma requirement: community involvement activities
- PPM 127 - Secondary School Literacy Graduation Requirement
- PPM 129 - PLAR for Regular Day School Students
- PPM 132 - PLAR for Mature Students
- PPM 167 - Online Learning Graduation Requirement
- Financial literacy education in schools
- Ontario School Year Calendars

The school also maintains the Ministry pre-inspection materials and checklists applicable to inspected private and online schools, including the School Course Calendar Checklist, Appendix G for Online Schools, the Checklist for Outlines of Courses of Study and the OSR/OST Checklist.

End of School Course Calendar 2026-2027