SID ACADEMY

Successful Independent Development

PRIVATE HIGH SCHOOL

School Course Calendar **2022 - 2023**

SID ACADEMY
SUCCESSFUL INDEPENDENT DEVELOPMENT
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OUR SCHOOL

SID Academy, which stands for *Successful Independent Developement*, is a private high school that follows the Ontario Ministry of Education Guidelines. We offer quality secondary education by providing special accommodation to students who thrive in smaller classrooms and one-on-one time with their teachers. We have a holistic approach to education, which takes into account both the curriculum expectations as well as the students' specific learning styles.

Our goal is to pave a pathway for success by fostering a sense of personal, academic and intellectual growth that prepares students for post-secondary education. We provide a platform for students to create a strong sense of community, good character, and leadership by allowing them to experience their classrooms in a more intimate setting.

OUR PHILOSPHY: Successful Independent Development

At SID Academy, we take academic success seriously and believe that it follows from the development of independent learning skills that an individual will need to use over the course of their lifetime. At the same time, we believe that individual success relies on the collective cooperation and commitment between students, parents, and educators, who all work together in helping the student become independent. Hence why we prefer working closely with students as well as their families to assure that they're prepared for maximum success.

We work hard to maintain a tight-knitted school community, where students feel safe, comfortable, wanted and accepted; and where parents feel heard, respected, and valued. We believe in creating a team with the parents to ensure that they are included in each step of their child's success. And it is through these cooperative relationships, that students thrive in their academic goals and also become successfully independent.

We are committed to providing our students with an optimal learning environment to help develop life-long skills needed for post-secondary education and beyond. For example, such skills include time-management, organization, problem-solving, critical thinking, communication, interpersonal relations, public speaking, essay writing, research and deductive reasoning.

Our teachers are highly qualified, trained and certified educators who have adopted a revolutionary approach to teaching, one that allows students to exercise their creativity in an open environment. Our educators believe that in today's advanced society, traditional teaching methods must be customised and tailored to each student's unique learning styles. We believe in creating classrooms that encourages rich discussions, use of technology, goal-specific lesson planning, holistic delivery of materials, and rubric-specific assessments. We work together to innovate learning approaches while promoting respect, equality, civility, responsibility, productivity, leadership and academic excellence.

ACADEMIC REQUIREMENTS

The Value of a Secondary Education

At SID Academy, we are committed to helping each student achieve a successful outcome from their secondary school experience, because we recognize that the Ontario Secondary School Diploma (OSSD) is:

- Foundational to life-long critical thinking skills.

- The minimum qualification required by many employers in Ontario.

- Critical for gaining admission into a post-secondary institution or further

  education.

Considering that secondary education has been standardized as the most basic form of education, the government of Ontario has made it mandatory for students to remain in a secondary school until the age of 18 or until they have obtained an OSSD.

In order to obtain the OSSD, students must earn:

- **Total of 30 credits (see chart below)**
  - **18 Compulsory Credits**
  - **12 Optional Credits**

- **40 Hours of community involvement**

- **Successful completion of the EQAO Ontario Secondary School Literacy Test**

  (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC)

A student earns a credit upon the successful completion of a course that has a minimum of 110 instructional hours. A total of 18 compulsory courses must be completed as stated in the chart below, while 12 optional credits can be selected by the student's choice, leading to a total of 30 credits.

Ontario Secondary School Diploma (OSSD) Requirements

18 Compulsory Credits		
Canadian History	**One Credit**	**Group 1: Only 1 additional credit is required from the list below** ▪ English ▪ French as a second language ▪ Native language ▪ Classical or an international language ▪ Social sciences and the humanities ▪ Canadian and world studies ▪ Guidance and career education ▪ Cooperative education**
Canadian Geography	**One Credit**	
Arts (Drama, Music, or Visual Arts)	**One Credit**	
Health and Physical Education	**One Credit**	
French as a Second Language	**One Credit**	**Group 2: Only 1 additional credit is required from the list below** ▪ Health and physical education ▪ Art ▪ Business studies ▪ French as a second language ▪ Cooperative education**
Science	**Two Credits**	
Mathematics (with minimum 1 credit in Grade 11 or 12)	**Three Credits**	
English One credit per grade	**Four Credits**	**Group 3: Only 1 additional credit is required from the list below** ▪ Science (Gr 11 or 12) ▪ Technological education ▪ French as a second language, computer studies, or cooperative education**
Career Studies	**Half Credit**	
Civics	**Half Credit**	
PLUS ONE CREDIT FROM EACH GROUP →→→		

In addition to the compulsory credits, students must complete:

- **12 optional credits***
- **40 hours of community involvement activities**
- **Ontario Secondary School Literacy Requirement**

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

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

Ontario Secondary School Certificate (OSSC) Requirements

7 Compulsory Credits
2 credits in English   1 credit in Mathematics   1 credit in Science   1 credit in Canadian Geography or Canadian History   1 credit in Health and Physical Education   1 credit in the arts, computer studies or technological education
7 Optional Credits
7 credits selected by the students from available courses.

*The provisions for making substitutions for compulsory credits described in section 6.2 also apply to the Ontario Secondary School Certificate.

The Ontario Secondary School Literacy Test (OSSLT)

In order to earn an Ontario Secondary School Diploma (OSSD), every student must take the Ontario Secondary School Literacy Test (OSSLT), which is an assessment that evaluates literacy skills of students in Ontario to determine whether they meet the provincial secondary school literacy requirement for graduation.

The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, typically in grade 10 unless a deferral is granted by the principal. Students who do not successfully complete the OSSLT will have opportunities to retake the test in the following years, on dates scheduled by the EQAO.

Accommodations will be granted for special need students as specified in their Individual Education Plan. For students with an Individual Education Plans who are not working toward an OSSD, with approval from the principal and parental consent, a student may be exempt from taking the OSSTL. The Ontario Secondary School Literacy Test is not administered by SID Academy. Students must complete the OSSLT or take the OSSLC at their public or private high school.

Please note: Due to COVID-19, the Ontario Secondary School Literacy Test has been waived by the Ministry of Education for the current school year.

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Accommodations, Special Provisions, Deferrals, and Exemptions

Withdrawal from a course

Grade 9

Withdrawals from Grade 9 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

Grade 10

Withdrawals from Grade 10 courses are not recorded on the OST. Withdrawals from the PLAR challenge process for Grade 10 courses are also not recorded. (Note that, since mature students cannot challenge for credit for Grade 10 courses, this applies only to regular day school students.) Only successfully completed courses, as well as credits granted through the PLAR challenge and equivalency processes, the OSIS equivalency process, and a credit recovery program are recorded on the OST.

Grades 11 and 12

If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semester school or five instructional days following the issue of the second provincial report card in a non-semester school, the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semester school or five instructional days following the issue of the second provincial report card in a non-semester school, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

No entry will be made on the OST if the student withdrew from a Grade 11 or Grade 12 course taken through a credit recovery program prior to submitting or completing the required culminating activity identified in the student's learning plan.

Students who transfer from another school after the semester or term has started are allowed an equivalent amount of time to withdraw from a course. The principal of the receiving school will determine the amount of time allowed before the withdrawal must be recorded on the OST. If the student withdraws after the time allowed, a "W" is entered in the "Credit" column and the student's percentage grade at the time of withdrawal is recorded in the "Percentage Grade" column.

Course Types
7.2.4 Procedures for Students Who Wish to Change Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar.

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

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

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

PLAR
7.2.5 Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits.

The PLAR process developed by a school board in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

7.2.5.1 Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may
be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages and international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.[9]

For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning (see section 4.3.2 and Appendix 2).

PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students.

7.2.5.2 Prior Learning Assessment and Recognition (PLAR) for Mature Students[11]

Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students. Principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 Grade 9 and 10 equivalency credits may be granted to a mature student following an individual assessment.

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways: (1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process; (2) they may present education and/or training credentials for assessment through the equivalency process; or (3) they may take the courses. It should be noted that Levels 2 and 3 in both classical languages and international languages are equivalent to Grades 11 and 12, respectively, and that Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12, respectively.

Mature students must earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school (or through any of the options outlined in section 10). Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD. Mature students working towards the OSSD under OS must also satisfy the diploma requirements with regard to the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities that a mature student will have to complete.

Community Involvement

Students are required to complete a minimum of 40 community service hours in order to obtain their OSSD. Activities that serve the community can be completed during any time of the secondary program. It is critical that students understand the nature of community involvement and do not confuse this work with paid work, work experience, or co-op.

Below is a list of activities that can be counted towards community work:

- Organizing and volunteering at school events
- Preparing leadership activities that benefit the community
- Volunteering at a community organization, such as an animal shelter, old age home etc
- Volunteering in places such as libraries, community centres, and charitable organizations
- Volunteering to assist other youth in youth initiatives
- Helping with community organizations such as banks, community shelters, environmental projects, planting, hospitals, religious and political organizations.

Similarly, the following is a list of things that will not be counted towards the community involvement hours:

- Is a requirement of a course assignment (e.g. Co-op)
- Takes place during the duration of school's operating hours
- Takes place in a hazardous or unsafe place
- Involves lots of labour or medical procedure to participate
- Is not supervised or accompanied by an adult
- Requires the administration of medicinal substances to other people
- Involves handling information that is confidential

Substitution for Compulsory Credit Requirement

 In the event that a parent requests a substitution course for their child, the principal will determine if the course substitution best serves the academic needs of the student. This may be appropriate in cases where a student has a special learning need that isn't available in one of the compulsory courses. The maximum number of course substitution are up to a total of three courses, a change that will also be noted on the student's official transcript. SID Academy does **not** offer substitutions towards compulsory credits and does not determine suitability for course substitutions. This must be done at the student's home school or private school.

Certificate of Accomplishment

Students who are unable to fulfill the OSSD requirement, can be granted a Certificate of Accomplishment, which is useful for acknowledging the student's efforts in striving towards secondary education. This Is also a good recognition for students who seek employment after leaving school. SID Academy does not issue a Certificate of Accomplishment.

SCHOOL POLICIES, PRACTICES & PROCEDURES

SCHOOL SCHEDULE

SID Academy offers experiential learning and personalized education through small class sizes and quality instruction hours. Each term is fast-paced that includes a total of 110 hours of instructions. Half-way through the term we provide a mid-term report, and a final report near the end of the term. In addition, we maintain an ongoing communication with the students and parents to provide continuous feedback of their child's academic progress.

The school is located at 570 Hood Rd, Markham ON and runs from September to June. The operating hours follow the terms schedule below.

Please note: due to COVID-19 some classes may be done online live through zoom

TERM DURATIONS

Term 1	September to November
Term 2	December to February
Term 3	March to May
Term 4	May to June

Term Dates for

	Term 1	Term 2	Term 3	Term 4
Start Date	September 12th, 2022	December 5th, 2022	March 6th, 2023	May 15th, 2023
End Date	November 25th, 2022	February 28th, 2023	May 12th, 2023	June 30th, 2023

For Term Schedule, See Appendix A on page 48.

MINIMUM REQUIREMENT FOR ONLINE COURSES

For students who may be joining class online if they are not able to attend in person.

ONLINE REQUIREMENTS	ZOOM MEETING INFORMATION
Online classes have the following minimum hardware and software requirements: • Computer (laptop or desktop) • Windows 7 or Higher or Mac OS10 or Higher • Minimum 1 GB RAM • Internet Connection • Speaker • Mic • Webcam • Printer • Download ZOOM	**Join Zoom Meeting** 1. Visit https://zoom.us/join 2. Enter the Meeting ID: **335 104 9100** 3. Enter Passcode: **7442** A download of the latest Zoom will begin if you do not already have this application on your computer. As soon as it downloads, you will be able to enter into the meeting room of your virtual class.

ONLINE LOG IN EXPECTATIONS AND ATTENDANCE POLICY

- Students are required to log in on Zoom at the specified class time.
- Students are required to have all materials printed in advance (prior to the start of class)
- Students are required to keep a "Student Learning Log" to record their log ins, hours, time spent in online classes and offline activities (template provided).
- Absence include a missed or rescheduled online class.
- Failing to join the online class after 10 minutes from the class start time results in students being marked late.
- Students who log in after 15 minutes are marked absent (exception can be made to certain situations such as having technical difficulty etc).

FAILURE TO LOG IN

- Students who have been found to repeatedly log in late, miss online classes or request rescheduling without proper documentation may result in involving a parent or guardian to discuss a solution if the problem persists.
- Repeated late (over 5 times) and absences (over 5 hours) will result in an email or phone call to parents informing them of the frequent late or absences.
- It is solely the responsibility of the student to catch up on any work that is missed by the student as a direct results of their absences or late log-ins.

TEACHER LOGS

- All online class-time, late and absences are recorded by the teacher in her personal log which may be used to communicate attendance progress with the parents.
- These logs will be used to record absences, lates, missed work, completion of activities and assignments and a written description of online and offline activities.

CALCULATION OF 110 HOURS

- To assure that a minimum requirement of 110 hours is reached, teachers will also be maintaining a record of all online lessons and video sessions. Teachers will also be reviewing student work, and monitoring or proctoring them in class assessment.
- Work may be submitted through "Turn It In" to assure academic integrity. Online exams are proctored through a constant view of the student, their desk and their surroundings via a camera and mic.

ROLE OF THE STAFF

Principal

Sidra Anjum, the owner and principal of SID Academy, qualifies in two degrees from the University of Toronto, including a Bachelor of Science in Neuroscience and Psychology, and a Master in Education from the Ontario Institute for Studies in Education. As the principal, she is responsible for ensuring the successful implementation of the Ministry of Education guidelines within the school; for example, managing student records, school communications, hiring qualified and trained teachers, assuring that the curriculum is implemented appropriately, assuring classroom safety, overseeing assessment and evaluations used, and working with teachers to maximize student success in accordance with the ministry guidelines.

Guidance Counselor

The guidance counselor works in collaboration with the students and their families to assist students with their educational, career and social needs. It is the responsibility of the guidance counselor to promote conflict resolution; problem prevention and intervention; provide career and academic advice, and help students plan their academic pathways.

Administrator

The administrator takes on many of the day to day logistical responsibilities that are associated with managing the school site; for example, supervising staff, overseeing budgets, and making decision to effectively implement school policies and procedures.

Teachers

The role of the teachers is multi-fold and perhaps one of the most important ones in the school. The teacher is responsible for providing appropriate instruction to the student(s) according to the ministry guidelines and the Ontario curriculum. They are required to have a basic curriculum understanding as well as knowing how to execute and deliver the material in accordance to the ministry expectations. At SID Academy, the teachers are required to personalize documents such as the course of study, pacing guide, lesson plans, unit plans, record of learning skills, and records of student observation / conversation.

The teachers at SID Academy plan the course materials in the broad categories of *Assessment of Learning, Assessment as Learning, and Assessment of Learning*. They are also required to pre-plan most of their course lessons and assessments in the sub-categories of *Knowledge, Inquiry, Communication and Application (KICA)*. They are also responsible for the regular communication with the parents to provide them with feedback about their child's progress.

Teachers are expected to submit a course package to the school after the successful completion each course to keep a record of all assessments, attendance, lesson plans,

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SCHOOL CODE OF CONDUCT

SID Academy's Code of Conduct is derived from the school's policies and procedures, the Ministry guidelines, and the Education Act, as an aim to promote respectful and civilized values. These guidelines ensure student and staff interactions that sustain a safe and protected learning environment.

a) Respect, Civility, and Responsible Citizenship Under the Provincial Code of Conduct, all members of the school community must:
- Respect and comply with all applicable federal, provincial, and municipal laws in Canada and countries visited
- Demonstrate honesty and integrity
- Respect differences in people, their ideas, and their opinions
- Treat one another with dignity and respect at all times, and especially when there is disagreement, 2016 - 2 Code of Conduct Agreement
- Respect and treat others fairly and promote a positive school climate that is inclusive and accepting of all pupils, including of any race, ancestry, place of origin, color, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability
- Show proper care and regard for school property and the property of others
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially persons in positions of authority
- Respect the need of others to work in an environment that is conducive to learning and teaching
- Do not swear at a teacher or at another person in a position of authority.

b) Safety Under the Provincial Code of Conduct, all members of the school community must **not**:
- Engage in bullying behaviors
- Commit sexual assault
- Traffic in weapons or illegal drugs
- Give alcohol to a minor;
- Commit robbery;
- Use any object to threaten or intimidate another person;
- Be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- Conflict or encourage others to inflict bodily harm on another person;
- Engage in hate propaganda
- Commit an act of vandalism that causes extensive damage to school property as designated by SID Academy

GENERAL PRACTISES AND STANDARDS OF BEHAVIOUR

School Expectations of Students

The school expects students to act responsibly at all times to ensure their safety. Such responsibility includes being respectful towards staff, teachers and other students. Students are expected to respect school property and must maintain the cleanliness of the space that they use. They are to maintain academic integrity by putting effort into arriving to class on time and completing the work required of them as per the course of study and teacher instructions.

Examples of Misconduct Which May Lead to Suspension

Any behaviours, that are caused intentionally, and result in disrespect to others will not be tolerated. Unacceptable behaviours include cursing, making inappropriate comments such as hate speech, uttering threats, bullying, intimidation, vandalism, bringing any substance or drug accessories (e.g vapes etc), verbal abuse, physical abuse, display of nudity, display of violence, encouragement of harm towards self or others and ongoing absences or lates without prior notice. A more specific list of behaviors are listed below:

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol, illegal drugs, or prescription drugs prescribed to someone other than you
- Being under the influence of alcohol illegal drugs, or prescription drugs prescribed to someone other than you
- Swearing at a teacher or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
- Bullying
- Willful destruction of school property; vandalism causing damage to school property;
- Use of profane or improper language;
- Use of an Electronic Smoking Device;
- Theft
- Aid/incite harmful behavior
- Physical assault
- Being under the influence of illegal drugs
- Fighting
- Possession or misuse of any harmful substances
- Extortion
- Inappropriate use of electronic communications or media devices
- An act considered by the Principal to be a breach of SID Academy Code of Conduct.

Examples of Misconduct Which May Lead to Expulsion

The following is a list of serious offences that may lead a student towards expulsion:
- Theft
- Deliberate Harassment (emotional or physical)
- Being under the influence of illegal drugs or alcohol
- Being in possession of illegal drugs or alcohol
- A second occurrence of plagiarism or cheating
- Unauthorized absences for more than 8 instruction hours
- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing a sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery
- Supplying alcohol to a minor
- Bullying if, the pupil has previously been suspended/or grounded for engaging in bullying, the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
- Sexual harassment
- Racial harassment
- Hate-motivated occurrences
- Distribution of hate material
- Possession of explosive substance
- Any activity motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
- An act considered by the Principal to be a serious breach of the SID Academy Code of Conduct.

Potential Consequences of Misconduct

Incident Occurrence	Consequence
First	Incident is thoroughly investigated. Verbal warning is given to the student and the incident is recorded for future reference.
Second	Parents or guardians of the students are contacted to plan future prevention.
Third	The principal reserves the right to suspend a student from SID Academy following a third occurrence of the incident. In such a case, the student most likely will lose their credit as well as enrolment without a refund.

ATTENDENCE POLICY

Attendance is a fundamental requirement for learning, hence why students attending SID Academy are expected to attend class regularly so that the can successfully complete the total of 110 instructional hours as per course requirements. All students are expected to adhere to the attendance policy unless granted permission of an excused absent, to a maximum of eight hours per course. Please note that since the Ministry of Education requires a completion of a set amount of hours (110 hours per course), any more than eight hours missed (including online zoom classes) may result in the loss of the credit. In addition, punctuality is critical, and students should strive to come to class on time. In the event that a student arrives more than half an hour late, they will be marked absent. In the event of an absence of late arrival, students are responsible for catching up on any missed lessons, classwork or assignments.

If a student is absent for 4 consecutive days (in-person or online), without proper notification or communication, it will be implied that the student has dropped the course. However, if a student wishes to drop a course, they are to submit a written request to drop the course, otherwise the school considers them as registered and responsible for fees due for the course. If an absence was not notified, or is missing proper documentation to support its authorization, it will be escalated with the an initial warning and will be reported to parents if it continues, potentially putting the credit at risk.

PLAGIARISM POLICY

Plagiarism, defined as the use of someone else's work, ideas or content without proper citation or reference. It is critical for all students to understand that plagiarism is a serious academic offence and will not be tolerated for any reason. If a student submits work that is not an original product authored by them, this will result in serious consequences, depending on number of factors; including course, assignment type, form of plagiarism and the maturity of the student. If the offence is a first time occurrence, it may be excused and the student will be given a second if permitted by the teacher and the principal. In the event that the offence is a second time occurrence, the student will be given a zero on the assignment and no further opportunities will be given for that assignment. If the offender repeats plagiarism for a third time, the student may lose the credit or even have their registration at SID Academy cancelled. Plagiarism is taken very seriously at SID Academy and will be dealt on a case-by-case basis.

Examples of Plagiarism

- Using the words, ideas or style of work of another person or student
- Copying off someone else's work and claiming ownership
- Using someone else's work and paraphrasing
- Using information without proper citation
- Misquoting work
- Adopting someone else's ideas to recreate an assignment
- Getting someone else to complete an assignment on their behalf

Teacher Responsibilities to Avoid Plagiarism

To help students understand what plagiarism is and how it can affect their academic goals, teachers are suggested to:

- Clearly define the expectations of an assignment and the instructions for the final work.
- Define what plagiarism means and provide examples of what is considered plagiarism
- Provide instructions on how to build the assignment from original ideas
- Teach students research skills and how to apply them into the final product
- Teach students how to brainstorm and create outlines
- Teach students how to reflect on their progress and their final product
- Teach students how to review, revise and edit their final work
- Explain to students the consequences of plagiarism

Process of Detecting Plagiarism

Teachers are trained to review work thoroughly and examine work by reviewing reference to class lessons, trends in student work, and verifying resources. If plagiarism is noticed, teachers may discuss the work with the student to understand why the work appears to be similar to another source. If the work confirms as a product of plagiarism, it is imperative that the teacher discusses this with the principal as well as the parents of the student. The principal may permit the teacher to give the student a zero on the assignment, or even revoke the credit.

Student at Risk

Teachers at SID Academy are required to work closely with students to make sure that they are progressing well towards successful completion of the course. However, in the event that a student is struggling, the teachers will connect the parents of the student to create a realistic academic plan which considers the student's past academic history, learning styles, Individual Education Plan (IEP), and classroom engagement. Parents are encouraged to take interest in their child's academic struggles as well as success to determine what supports their success.

Failing Grade Policy

In the event that a student is unable to complete a course due to the lack in fulfilling curriculum expectations, the teacher and the principle are required to consult this progress to the parents well in advance, and come up with an alternative way to re-take the course or to provide the student with additional external support to help them succeed.

Re-evaluation Request

At SID Academy, we understanding that sometimes there are substantial circumstances which prevent a student from doing their best on an assessment or evaluation. Hence, if a student is unable to perform their best on an assessment due to reasons that are outside of their control (e.g unable to study due to reasons such as sickness, moving homes, death in the family etc), they will be allowed to take a retest provided that they can present written and verified documentations.

Student's with IEPs

We believe that everyone should have an equal opportunity to obtain a secondary education, and hence why we work hard to make special accommodations for students who have an Individual Education Plan (IEP) from their home school. All teachers are required to follow the existing and most recent IEP with the best of their abilities by making sure they provide supportive instructions, assessments as well as more time to complete assignments and tests.

In order to assure that all students obtain the appropriate accommodations needed, it is critical that SID Academy receives the official IEP documentation as well as any student support plans as soon as the student is registered in the school.

CELLULAR PHONES AND SOCIAL MEDIA APPS

To avoid distractions, SID Academy strongly suggests that all personal cellular devices are turned off and avoided during instructional hours. This includes any apps or devices, that permits the use of social media and online communication. In addition, students are expected to use their technology in ways that benefit their learning and daily work, only if permissible by their teachers.

Ontario Curriculum

Definition of a Credit

A credit is earned when a student demonstrates at least 50% completion of a course, that is either compulsory or optional, but consists of 110 instructional hours that fulfill the curriculum expectations. A half a credit may be granted for a course that runs for 55 hours.

Types of Courses

Grades 9 & 10 - There are three different types of courses offered in Grades 9-10.

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

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

Open courses which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

Grades 11 and 12

There are five types of courses offered in Grades 11-12.

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

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

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

Course Coding System

Course codes consist of five characters: three letters followed by a number and letter (For example, ENG3U means English, Grade 11, University level course)

The first three letters indicate the subject area and discipline.

Examples:
A = Arts
B = Business Studies
C = Canadian and World Studies
L = Classical and International Languages I = Computer Studies
E = English
F = French
G = Guidance and Career Education
P = Health and Physical Education
M = Mathematics
N = Native Studies
S = Science
H = Social Sciences and the Humanities T = Technological Education

The fourth character represents the grade.

1: Grade 9

2: Grade 10

3: Grade 11

4: Grade 12

The type of course and the course pathway is indicated in the last character of the course code.

D - Academic
O - Open
P - Applied
C - College
M - University/College U -University

Each of the above types of credits can be used toward a Ontario Secondary School Diploma, however "U" and "M" level courses are designed to be used towards the acceptance into Ontario Universities and/or colleges.

Prerequisite Courses

Courses in Grades 10, 11, and 12 may require prerequisites for enrollment, and hence it is the responsibility of the student as well as their parents to assure that when choosing courses, it is in a student's best interests to select the prerequisites that will allow him or her to pursue the courses that he or she would want to take in the higher grades. Prerequisite courses are identified in ministry curriculum policy documents and school course calendars.

Courses of Study

Copies of course outlines are available upon request. Course offerings are subject to sufficient enrollment. Other courses may be available upon request. Ontario policy curriculum documents in each subject area are available through the Ministry of Education website at www.edu.gov.on.ca/. Courses of studies are generally given to students on the first day of class.

Access to all up-to-date copies of the course of studies can be collected from the teachers or from the school directly when the course begins.

Making a Course Change

Students who wish to change a course may be allowed to do so, provided they have a written parental consent as well as the reason due to which they wish to switch. In addition, the student has to have completed less than 8 hours of class in order to have a course change.

Waiving a Prerequisite

If the principal believes that, a student can be successful in a particular course change, change of course type, or enrol into a course without having the prerequisite, the principal may waive the prerequisite. This change will be first consulted with the parents and then officially documented.

ASSESSMENT, EVALUATION, & REPORTING

All assessment and evaluation are based upon the following Ministry of Education documents:

- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010
- Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011
- Subject specific Ministry curriculum documents

The final mark consists of 70% of the class work (e.g quizzes, tests, assignments, etc), while 30% consists of the culminating activity as well as the final examination.

The Achievement Chart

The Ontario curriculum for Grades 1 to 12 comprises *content standards* and *performance standards*. Assessment and evaluation will be based on both the content standards and the performance standards. The content standards are the curriculum expectations identified for every subject and discipline. They describe the knowledge and skills students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

There are two sets of curriculum expectations – overall expectations and specific expectations. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade or course. The *specific expectations* describe the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum – the content standards.

The performance standards are outlined in the achievement chart that appears in the elementary and secondary curriculum document for every subject or discipline. The achievement chart for each subject/discipline is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

Evaluation/Assessment of Learning

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

All curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students' achievement of the overall expectations*. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Teachers use a variety of assessment strategies to elicit information about student learning. These strategies are triangulated and include observations, student-teacher conversations, and student products.

Teachers gather information about learning by:
• designing tasks that provide students with a variety of ways to demonstrate their learning;
• observing students as they perform tasks;
• posing questions to help students make their thinking explicit;
• engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.

Teachers then use the information gathered to adjust instruction and provide feedback *(Growing Success, 2010).*

Assessment and evaluation is based on the provincial expectations and achievement levels, using the achievement chart as a framework as outlined in provincial curriculum documents. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways.

The achievement chart includes the following four categories:

Knowledge and Understanding: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking: The use of critical and creative thinking skills and/or processes

Communication: The conveying of meaning through various forms

Application: The use of knowledge and skills to make connections within and between various contexts (Growing Success, 2010).

Achievement Levels

Percentage Grade Range	Achievement Level	Summary Description
80 - 100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard, but not beyond grade level.
70 - 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 - 69%	Level 2	A moderate level of achievement. Achievement is below, but approaching the provincial standard.
50 - 59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of student learning. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement.

The learning skills and work habits are evaluated and reported as follows: E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement

Learning Skills and Work	Sample Behaviours
Habits Responsibility	The student: • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	The student: • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student: • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.

Collaboration	The student: • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student: • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-regulation	The student: • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

Student Records

Each term, SID Academy will issue two report cards; one for the mid-term mark and the second for the final mark. Copies of the reports will be retained in the Ontario Student Record (OSR), while originals will be handed to the students. Apart form an official reporting period, teachers will continue to stay in touch with the parents to continuously inform them of their child's progress.

Ontario Student Record (OSR)

An Ontario Student Record is a document that contains the basic information about a student's educational progress throughout the years they attended school. Each time a student takes a course, where there is an official evaluation and grant of credits, this information is then updated on the OSR. This OSR may contain personal information such as the student's date of birth, identification, Social Insurance Number, Ontario Education Number (OEN), previous schools

Ontario Student Transcripts (OST)

The Ontario Student Transcript (OST) provides an official and consistent summary of student achievement in Ontario secondary school credit courses. As required by the Ministry of Education, detailed records of students' results are kept and full disclosure of all courses attempted in grades 11 and 12 will reported on all Ontario Student Transcripts. This can also be requested by the parents or the legal guardians.

Ontario Curriculum Policy Documents

Ontario curriculum policy documents can be obtained from:
http://www.edu.gov.on.ca/eng/general/elemsec/speced/policy.html

Cooperative Education

Cooperative education allows students to earn additional credits in a subject through a work placement in the community. The program involves the following elements: an individualized learning plan based on the curriculum expectations for a course and the job-specific expectations of the related placement; monitoring of students' progress by a teacher; opportunities for students to analyze their out-of-school experiences and to integrate them with in-school learning; and an evaluation process to determine whether course expectations have been met. SID Academy Secondary School does not offer Cooperative education.

Job Shadowing

Job Shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) observing a worker in a specific occupation. SID Academy does not offer Job Shadowing.

Exam Procedures

Arrival: Students are expected to arrive at a minimum 10 minutes before their exam. All students must wait in the main area and wait to be instructed

Absence: Students missing an examination due to illness, bereavement or a court appearance must notify the school immediately 647 832 8378. Students must provide verification by the appropriate authority (i.e. illness requires a doctor's note). Failure to do so may result in a mark of zero. The school may verify information on medical certificates and statements. Students may be required to write the missed exam at a later date to be determined by the principal in consultation with the subject teacher.

Late: If you are more than half an hour late to class, you will not be permitted to write the exam.

SUPPORTS AND RESOURCES

We support student determine their academic pathway to success. The Guidance counsellor consults with the students as well as the parents, as to what the next steps are in making sure that the student can complete their requirements.

Support is widely available for course choices, study skills, career options, OUAC applications, preparation for provincial and other standard assessments. Strategies and resources for students and parents to support education planning and the course selection process

Intervention strategies, supports, and programs for student success, including for students at risk of not graduating. Guidance is a vital and integral part of the high school program at REIA. The school provides the following services:

- Academic, personal and career counselling
- Course selection counselling
- Information from universities/colleges
- University, College applications
- Monitoring of student achievement, student educational plans (Individual Pathway Plan),

Orientation and exit programs

Students will be scheduled to meet with the guidance counsellor periodically throughout the year to assess the students' needs and provide the above listed services.

Parent's Responsibilities

Studies have shown that student performance improves when parents take an active role in their children's education. SID Academy encourages parents to help monitor their child's progress by receiving regular feedback both from the student and the teachers. SID Academy welcomes and supports parent inquiries.

Community Recourses/Resource Centre/Library

Students are referred to the local community public library and community resources/services. SID Academy does not have a computer lab. Students may use their own laptops according to the Acceptable Use policy. Students may also be permitted to sign out a school laptop.

Interventions

Students who are at risk of not graduating will be counselled by both the principal and the guidance counsellor. Support measures may include extending the course(s), offering study hall, and/or providing a tutor at the student's expense. Should a student require an additional semester, the guidance counsellor will make every effort to help the student enter university

Supports for English language learners

Learning opportunities to enable English language learners to develop proficiency in English are to be integrated into the curriculum in all subject areas. All teachers share in the responsibility for the English language development of these students. Teachers must adapt the instructional

program to address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment. Appropriate adaptations include both modifications (see section 3.1.2) and accommodations such as specific teaching strategies. At the secondary level, English language learners may also need to take English as a second language (ESL) and/or English literacy development (ELD) courses.

Special Education Accommodation

At SID Academy, we understand that a student with a IEP requires more on-on-one attention and support. We are willing to accommodate students who need more time to review or do their assessments. Hence why many students and parents prefer our small class-size rooms to ensure that each and every student is obtaining the best accommodation possible. Depending on the specific Individual Education Plan (IEP) the following accommodations may be offered:

- Use of technology in the classroom
- One on one instruction with the teacher
- External academic support outside of classroom
- Additional time during assessments
- Permission to bring a memory aid
- Thorough revision before assessments
- Rescheduling assessments with a medical note
- Additional resources outside of classroom
- Scriber for assessments
- Modifications in the lesson for more visual/auditory learners
- More inclusion of creative assignments
- E-learning and virtual classroom (specially due to COVID-19)
- Flexible schedules
- Recorded lessons (for revision)
- Tutoring support
- Support plans

CREDITS OFFERED

MATHEMATICS

Principles of Mathematics, Grade 9, Academic (MPM1D)

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

Prerequisite: None

Foundations of Mathematics, Grade 9, Applied (MFM1P)

This course enables students to develop an understanding of introductory algebra, proportional reasoning, measurement, and geometry through investigation, technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: None

Principles of Mathematics, Grade 10, Academic (MPM2D)

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Grade 9 Mathematics, Academic (MPM1D)

Prerequisite: MPM1D or MFM1P

Foundations of Mathematics, Grade 10, Applied (MFM2P)

This course enables students to extend their problem-solving and algebraic skills through both investigation 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.

Prerequisite: MPM1D or MFM1P

Functions and Applications, Grade 11 (MCF3M)

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

Prerequisite: MPM2D or MFM2P

Foundations for Mathematics, Grade 11, College (MBF3C)

This course enables students to gain a fundamental understanding of mathematics as a problem-solving tool for use in everyday life. Throughout this course, students will consolidate their mathematical skills as they solve problems based on real-world situations.

Prerequisite: MFM2P or MPM2D

Functions, Grade 11, University Preparation (MCR3U)

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

Prerequisite: MPM2D

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

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

Prerequisite: MPM2D

Advanced Functions, Grade 12, University Preparation (MHF4U)

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

Prerequisite: MCR3U or MCT4C

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

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

Prerequisite: MCR3U

Corequisite: MHF4U

ENGLISH

English, Grade 9, Academic (ENG1D)

This course enables students to develop their skills in oral communication, reading, writing, and media literacy; skills which are essential to their success both in academics and in their daily lives. Throughout this course, students will be asked to analyze literary texts from both contemporary and historical periods, as well as interpret informational and graphic texts. Students will also have the opportunity to learn multiple strategies for effective communication through the creation of oral, written and media texts.

Prerequisite: None

English, Grade 9, Applied (ENG1P)

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

Prerequisite: None

English, Grade 10, Academic (ENG2D)

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

Prerequisite: ENG1D or ENG1P

English, Grade 10, Applied (ENG2P)

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

Prerequisite: ENG1D or ENG1P

English, Grade 11, University Preparation (ENG3U)

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

Prerequisite: ENG2D

English, Grade 11, College (ENG3C)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

Prerequisite: ENG2P

English, Grade 12, University Preparation (ENG4U)

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

Prerequisite: ENG3U

English, Grade 12, College (ENG4C)

This course seeks to consolidate the literacy and communication skills, as well as the critical and creative thinking skills, necessary for success in both academic and daily life. Throughout this course, students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures. They will also create oral, written, and media texts in a variety of forms for both practical and academic purposes. An important focus of this course will be on using language with precision and clarity and developing greater control in writing.

Prerequisite: ENG3C

Studies in Literature, Grade 12, University (ETS4U)

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

Prerequisite: ENG3U

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

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective 59 ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project, and investigate opportunities for publication and for writing careers.

Prerequisite: ENG3U

SCIENCE

Science, Grade 9, Academic (SNC1D)

This course allows students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and relates these areas of study to technology, society, and the environment. Throughout this course, students will learn the essential processes of scientific investigation, which form the basis for all future paths of study across the sciences. Through the various units of this course, students will: acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; study atomic and molecular structures and the properties of elements and compounds; explore the universe and discover its properties and components; and learn the basic principles of electricity that have helped shape our modern society.

Prerequisite: None

Science, Grade 9, Applied (SNC1P)

This course allows students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and relates these areas of study to technology, society, and the environment. Throughout this course, students will learn the essential processes of scientific investigation, which form the basis for all future paths of study across the sciences. Through the various units of this course, students will: acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; study atomic and molecular structures and the properties of elements and compounds; explore the universe and discover its properties and components; and learn the basic principles of electricity that have helped shape our modern society.

Prerequisite: None

Science, Grade 10, Academic (SNC2D)

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

Prerequisite: SNC1D or SNC1P

Science, Grade 10, Applied (SNC2P)

This course allows students to enhance their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and relates these areas of study to technology, society, and the environment. Throughout this course, students will further develop their skills in planning and conducting scientific investigations. Through the various units of this course, students will seek to deepen their understanding of scientific theories as they relate to: the interaction of light and matter; the forces that affect climate and climate change; the chemical reactions of acids and bases, and the connections between cells and systems in both animals and plants.

Prerequisite: SNC1P

Physics, Grade 11, University Preparation (SPH3U)

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. Prerequisite: Science, Grade 10, Academic

Prerequisite: SNC2D

Physics, Grade 12, University Preparation (SPH4U)

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyses, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. Prerequisite: Physics, Grade 11, University Preparation SPH3U

Prerequisite: SPH3U

Biology, Grade 11, University Preparation (SBI3U)

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

Prerequisite: SNC2D

Biology, Grade 12, University Preparation (SBI4U)

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

Prerequisite: SBI3U

Chemistry, Grade 11, University Preparation (SCH3U)

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

Prerequisite: SNC2D

Chemistry, Grade 12, University Preparation (SCH4U)

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

Prerequisite: SCH3U

BUSINESS

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

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

Prerequisite: None

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

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

Prerequisite: None

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

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

Prerequisite: None

FRENCH

Core French, Grade 10, Academic (FSF2D)

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

Prerequisite: FSF1D or FSF1P

French Immersion, Grade 10, Academic (FIF2D)

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FIF1D or FIF1P

Core French, Grade 11, University (FSF3U)

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FSF2D

Core French, Grade 12, University (FSF4U)

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FSF3U

French Immersion, Grade 12, University (FIF4U)

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FIF3U

CAREERS & CIVICS

Career Studies, Grade 10, Open (GLC2O)

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Prerequisite: None

Civics and Citizenship, Grade 10, Open (CHV2O)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range 41 of political issues and developments that are both of significance in today's world and of personal interest to them.

Prerequisite: None

HEALTH & PHYSICAL EDUCATION

Healthy Active Living Education, Grade 9, Open (PPL1O)

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.

Prerequisite: None

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

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

Prerequisite: None

Introductory Kinesiology, Grade 12, University (PSK4U)

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

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

Recreation and Healthy Active Living Leadership, Grade 12, University/College (PLF4M)

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

Prerequisite: Any health and physical education course

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

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Prerequisite: None

Healthy and Active Living, Grade 12, Open (PPL4O)

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

Prerequisite: None

ART

Drama, Grade 10, Open (ADA2O)

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

Prerequisite: None

TECHNOLOGICAL EDUCATION

Communications Technology, Grade 11, University/College Preparation (TGJ3M)

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

Prerequisite: None

Communications Technology, Grade 12, University/College Preparation (TGJ4M)

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

Prerequisite: TGJ3M

FAMILY STUDIES

Families in Canada, Grade 12, University (HHS4U)

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

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

SOCIAL SCIENCES & HUMANITIES

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

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

Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

Philosophy: Questions and Theories, Grade 12, University (HZT4U)

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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

CANADIAN AND WORLD HISTORY

Canada: History, Identity and Culture, Grade 12, University Preparation (CHI4U)

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from pre-contact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

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

APPENDIX A: TERM SCHEDULES

Term 1 Daily Schedule

Period	1	2	3	4
Start Time	Athletic Training 7:00 am	English 10:00 am		Advanced Functions 1:00 pm
Break	Break 8:00 am to 8:15 am	Break 11:00 am to 11:10 am	Lunch 12:00 pm to 1:00 pm	Break 2:00 pm to 2:10 pm
End Time	Athletic Training 9:00 am	English 12:00 pm		Advanced Functions 3:00 pm

Term 2 Daily Schedule

Period	1	2	3	4
Start Time	Athletic Training 7:00 am	History 10:00 am		Biology 1:00 pm
Break	Break 8:00 am to 8:15 am	Break 11:00 am to 11:10 am	Lunch 12:00 pm to 1:00 pm	Break 2:00 pm to 2:10 pm
End Time	Athletic Training 9:00 am	History 12:00 pm		Biology 3:00 pm

Term 3 Daily Schedule

Period	1	2	3	4
Start Time	Athletic Training 7:00 am	French 10:00 am		Gym 1:00 pm
Break	Break 8:00 am to 8:15 am	Break 11:00 am to 11:10 am	Lunch 12:00 pm to 1:00 pm	Break 2:00 pm to 2:10 pm
End Time	Athletic Training 9:00 am	French 12:00 pm		Gym 3:00 pm

Term 4 Daily Schedule

Period	1	2	3	4
Start Time	Athletic Training 7:00 am	Elective 1 10:00 am		Elective 2 1:00 pm
Break	Break 8:00 am to 8:15 am	Break 11:00 am to 11:10 am	Lunch 12:00 pm to 1:00 pm	Break 2:00 pm to 2:10 pm
End Time	Athletic Training 9:00 am	Elective 1 12:00 pm		Elective 2 3:00 pm

APPENDIX B: ACCEPTABLE USE POLICY (AUP)

Students must respect and protect the privacy of others by:

- Using only assigned accounts.
- Only viewing, using, or copying passwords, data, or networks to which they are authorized.
- Refraining from distributing private information about others or themselves.

Students must respect and protect the integrity, availability, and security of all electronic resources by:

- Observing all school Internet filters and posted network security practices.
    - Avoiding access to prohibited websites and restricted content.

- Reporting security risks or violations to a teacher or network administrator.

- Not destroying or damaging data, networks, or other resources that do not belong to them, without clear permission of principal.

- Conserving, protecting, and sharing these resources with other Students.

- Notifying a staff member or administrator of computer or network malfunctions.

Students must respect and protect the intellectual property of others by:

- Following copyright laws (not making illegal copies of music, games, or movies).

- Citing sources when using others' work (not plagiarizing).

Students must respect and practice the principles of community by:

- Communicating only in ways that are kind and respectful.

- Reporting threatening or discomforting materials to a teacher or administrator.

- Not intentionally accessing, transmitting, copying, or creating material that violates the school's code of conduct or honor code (such as messages/content that are pornographic, threatening, rude, discriminatory, or meant to harass).

- Not intentionally accessing, transmitting, copying, or creating material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).

- Not using the resources to further other acts that are criminal or violate the school's code of conduct or honor code.

- Avoiding spam, chain letters, or other mass unsolicited mailings.

- Refraining from buying, selling, advertising, or otherwise conducting business, unless approved as a school project.

Students may, if in accord with the policy above:

- Design and post web pages and other material from school resources.

- Communicate electronically via tools such as email, chat, text, or videoconferencing.

- Install or download software, if also in conformity with laws and licenses.

- Use the resources for any educational purpose during school hours.

Consequences for Violation
Violations of these rules may result in disciplinary action, including the loss of a user's privileges to use the school's information technology resources. Further discipline may be imposed in accordance with the school's code of conduct and honor code up to and including suspension or expulsion depending on the degree and severity of the violation.

Supervision and Monitoring
The use of school owned information technology resources is secure, but not private. School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

The school reserves the right to determine which uses constitute acceptable use and to limit access to such uses. The school also reserves the right to limit the time of access and use.

For more information, please visit our website or contact the school directly:

School Website Address: Thesidacademy.com
School Address: 311 Brock St N, Whitby, ON, L1N 4H8
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Email Address for Careers & Partnerships: Admin@thesidacademy.com
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