QUEEN'S GLEN
COLLEGE

Course Calendar
This calendar provides a description of all credit courses offered at Queen's Glen, along with an explanation of the graduation requirements for the Queen's Glen program. This calendar also provides information about the Ontario Ministry of Education requirements for granting the Ontario Secondary School Diploma (OSSD).

Importance and Value of a Secondary Education
A secondary school education provides essential academic skills that all students need in life such as: literacy, mathematics, and communication skills. However, a strong secondary school education should also teach students abstract skills that are needed for all job and career paths such as: organization, leadership, time management, conscientiousness, integrity, and work ethic.

At Queen's Glen, we are dedicated to teaching not only the academic skills, but also the abstract skills. It is our fervent belief that if one wants to becomes successful in whatever career path is chosen, a combination of academic and abstract skills is absolutely necessary.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE AND THE CERTIFICATE OF EDUCATION
All Ontario students must remain in secondary school until the student has reached the age of eighteen or has obtained an Ontario Secondary School Diploma (OSSD).

The Queen's Glen philosophy and overall goals:
- Develop critical thinking
- Encourage inquisitive minds
- Raise respect and awareness of the environment
- Take pride in one's self
- Foster a respect for others
- Promote involvement in the community

In an ever changing world, young people must be prepared to adapt if they want to become successful contributing members of society. A solid academic education combined with strong social skills is the key to personal and professional success in today's world. To instill these key competencies, Queen's Glen relies on structure, modernized lessons, personal learning paths, and individual attention.

Queen's Glen is a semestered private school founded, and directed, by teachers. And so, the focus is and always will be on providing the best education to our students. We require that all students put forth honest effort in their school work. We expect full attention and focus during class time. Absolute respect for teachers, staff, fellow students, and one's self is mandatory.

As a student enrolled in Queen's Glen, you and your parents/guardians are entering into a social contract with us: the student agrees to put in an earnest effort, and the

parents/guardians agree to support the student academically, socially, and emotionally, while abiding by the school's philosophy and policies.

Grade 9	Grade 10	Grade 11	Grade 12
AVI1O	AVI2O	ADA3M	ADA4M
CGC1W	CHC2D	ASM3M	ASM4M
ENL1W	CHV2O	ATC3M	ATC4M
ESLBO	ENG2D	AVI3M	AVI4M
ESLCO	ESLDO	BAF3M	BAT4M
FSF1O	GLC2O	CHW3M	BBB4M
FSF1D	HFN2O	CIE3M	BOH4M
GLS1O	HIF2O	ENG3U	CGW4U
MTH1W	ICS2O	ESLEO	CHY4U
PPL1O	LWSBO	HFC3M	CIA4U
SNC1W	MPM2D	HSP3U	ENG4U
TEJ1O	PPL2O	ISC3U	HFA4U
	SNC2D	LKBCU	HHS4U
	TGJ2O	MCR3U	HNB4M
		PPL3O	HSB4U
		SBI3U	ICS4U
		SCH3U	LKBDU
		SPH3U	MCV4U
		TEJ3M	MDM4U
		TGJ3M	MHF4U
		TPJ3M	PPL4O
			PSK4U
			OLC4O
			SBI4U
			SCH4U
			SPH4U
			TEJ4M
			TPJ4M

Part of ***Queen's Glen's*** philosophy is that communication with parents/guardians is of utmost importance. As such, report cards and mid-semester progress reports are consistently delivered. Parents meetings are held in the middle at at the end of every semester. These meetings are scheduled in the evenings, so parents have time off from work to meet with the teachers and principal. In addition, parents/guardians may, at any time, request a meeting with the principal regarding their student. Achievement is reported as a percentage within a range that corresponds with the Ministry of Education's four levels of achievement. There are no Professional Development (PA) days at Queen's Glen during the school year. Queen's Glen participates in the grade ten Ontario Secondary School Literacy Test (OSSLT).

SEMESTER #1 TIMETABLE

Ms. Firoozi-Room A Mr. Zhong-Room D	2026-2027 Semester 1 Gr. 12 Timetable				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
9:15-10:30am	ENG4U	ENG4U	ENG4U	ENG4U	ENG4U
10:45-12:00pm	HHS4U	HHS4U	HHS4U	HHS4U	HHS4U
12:00-12:45pm	**Lunch**				
12:45-2:00pm	SBI3U	SBI3U	SBI3U	SBI3U	SBI3U
2:15-3:30pm	MHF4U	MHF4U	MHF4U	MHF4U	MHF4U

First Day of Classes: Wednesday, September 9th, 2026
Last Day of Classes: Friday, January 22nd, 2027

SEMESTER #2 TIMETABLE

Ms. Firoozi-Room A Mr. Zhong-Room D	2026-2027 Semester 1 Gr. 10 Timetable				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
9:15-10:30am	MTH1W	MTH1W	MTH1W	MTH1W	MTH1W
10:45-12:00pm	PPL2O	PPL2O	PPL2O	PPL2O	PPL2O
12:00-12:45pm	**Lunch**				
12:45-2:00pm	ENG2D	ENG2D	ENG2D	ENG2D	ENG2D
2:15-3:30pm	CHC2D	CHC2D	CHC2D	CHC2D	CHC2D

First Day of Classes: Wednesday, February 3rd, 2027
Last Day of Classes: Friday, June 18th, 2027

Code of Conduct

Queen's Glen students will be treated with fairness and respect. The students will in turn treat faculty, staff, and fellow students with the same fairness and respect. Students are required to complete all homework and assignments to the best of their abilities, and attend all classes as set out in the course timetable.

Queen's Glen students will learn to understand and take responsibilities for their behaviour, actions, and personal choices. All students are expected to abide by this code of conduct at all times when interaction with the school or its members.

DIPLOMA REQUIREMENTS

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

Students are required to remain enrolled in school until the age of 18, or until they have completed the requirements for graduation, whichever comes first. In order to graduate with the OSSD, a student must successfully complete 30 credits. A credit is granted by the Head of School on behalf of the Ministry of Education in recognition of the successful completion of a 110-hour course that has been developed or approved by the Ministry. One half credit is granted in recognition of the successful completion of a 55-hour course. The required 30 credits include 17 compulsory credits and 13 additional elective credits as follows:

COMPULSORY AND OPTIONAL CREDIT REQUIREMENTS

Ontario Secondary School Diploma (OSSD) Requirements 30 credits (110 hours each) 17 compulsory credits 13 optional credits 40 hours of community involvement Grade 10 literacy test – condition of graduation beginning September 2001 Requirements: pass the OSSLT with a score of 300 or greater, successfully complete the Ontario Secondary School Literacy Course, accommodations, special provisions, deferrals, and exemptions.

Compulsory Credit Requirements:

If you started Grade 9 in or before Fall 2023

If you started Grade 9 in 2023 or earlier, you need the following to get your OSSD.

Compulsory credits

You need the following 18 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for group 1, 2 and 3 courses (1 credit in each group)
- 2 credits in science
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship

The following also apply to compulsory credit selections.

- You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.
- English language learners: You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the

4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course**.**

Group 1, 2 and 3 compulsory credits

Of the 18 compulsory credits, you must complete 1 from each of the following groups:

Group 1

- English (including the Ontario Secondary School Literacy Course) or French as a second language
- Native languages
- First Nations, Métis, and Inuit studies
- classical studies and international languages
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 2

- health and physical education
- the arts
- business studies
- French as a second language
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 3

- science (Grade 11 or 12)
- technological education
- French as a second language
- computer studies
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

The following conditions apply to compulsory credit selections from the above 3 groups.

- In groups 1, 2, and 3, you can count a maximum of 2 credits in French as a second language as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3.
    - If you have taken Native languages in place of French as a second language in elementary school, you may use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language.
- You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.

The Langue des signes québécoise langue seconde course is only available in French-language schools.

Optional credits

You must earn 12 optional credits by successfully completing courses from your school's program and course calendar.
Optional credits may include up to 4 credits earned through approved dual credit programs.

If you started Grade 9 in Fall 2024 and after
If you started Grade 9 in 2024 or in later years, you need the following to get your OSSD.

Compulsory credits
You need the following 17 compulsory credits to get your OSSD:

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

The following apply to compulsory credit selections.

- You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.
- You can use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language if you have taken Native languages in place of French as a second language in elementary school.
- **English language learners:** You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

STEM-related course group
Of the 17 compulsory credits, you must complete 1 from the following group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

Optional credits
You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.

Optional credits may include up to 4 credits earned through approved dual credit programs.

Financial literacy graduation requirement
You must complete the financial literacy graduation requirement to earn your high school diploma.
Students complete the requirement by earning a mark of at least 70% on the financial literacy modules delivered during your Grade 10 Career Studies course. This mark will make up 5% of your final mark in Grade 10 Career Studies. You will have 2 attempts to complete the requirement.
If you do not pass the financial literacy modules during your Grade 10 Career Studies course, there are other ways to meet the requirement. Contact your school principal to learn more about these options.
Learn more about the financial literacy graduation requirement and find free resources.
Adult learners: If you enter the secondary school system starting in the **2028–2029** school year or later, you must earn a financial literacy graduation requirement. You may complete this requirement through the Prior Learning Assessment and Recognition (PLAR) for Mature Students process.

Online learning graduation requirement
If you started Grade 9 in the 2020–2021 school year or later, you must earn at least 2 online learning credits to get your high school diploma.

Credits earned during COVID-19
If you were in Grade 9 and learning remotely when all schools were closed (from April 2021 to June 2021), you can count 1 of the high school credits you earned towards the 2 online learning credits you need to graduate.
Opting out
If you want to opt out of the online graduation requirement you must be:

- 18 years of age or older
- 16 or 17 years of age and have withdrawn from your parent or guardian's control

If you meet this requirement, you can complete the exemption form available from your school board. Otherwise, your parent or guardian needs to ask for this exemption by completing the form for you.

PROVINCIAL SECONDARY SCHOOL LITERACY REQUIREMENTS
All students who enter Grade 9 in September 2024 or in subsequent years must successfully complete Ontario Secondary School Literacy Test (OSSLT) in order to earn a secondary school diploma. The test measures how well students are meeting the reading and writing expectations across subjects in the provincial curriculum up to the end of Grade 9. Students will normally take the test in Grade 10. Students who are unsuccessful at their first attempt will have opportunities to rewrite the test.

THE ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC) is a full credit Grade 12 course. The OSSLC is an alternative way for students to demonstrate the provincial literacy skills requirement for graduation. Successful completion of the course

demonstrates that students have achieved the reading and writing skills required by the Ontario Secondary School Literacy Test (OSSLT), and will meet the provincial literacy requirement for graduation. Students in Grades 10 and 11 and non-graduating students, including those who are learning remotely, are required to work towards the literacy graduation requirement, through participating in the Ontario Secondary School Literacy Test (OSSLT) or completing the Ontario Secondary School Literacy Course (OSSLC). To provide maximum flexibility for students to acquire the literacy graduation requirement, particularly for students enrolled in remote learning, students can be enrolled in the (OSSLC) without having attempted the (OSSLT) in 2026-27.

ACCOMMODATIONS, SPECIAL PROVISIONS, DEFERRALS, AND EXEMPTIONS:
Any necessary accommodations will be made to ensure that students who are receiving special education and have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the test. Students who might benefit from a deferral of the test may include students who have an IEP and English as a Second Language students who have not yet acquired the level of proficiency in English required for successfully completing the test. Students whose IEP indicates that the student is not working towards an OSSD may, with parental consent and the approval of the principal, be exempt from participating in the secondary school literacy test.

COMMUNITY INVOLVEMENT REQUIREMENTS AND PROCEDURES
You need to have at least **40 hours** of community involvement activities (volunteering) to graduate and earn your OSSD.
You can start collecting volunteer hours in the summer before you begin Grade 9.
When looking for volunteer opportunities:

- make sure you know which activities qualify in your school board and meet the Ministry of Education's guidelines
- check your school board's website for:
  - eligible and ineligible activities
  - tools to help you record hours and find volunteer activities
- ask your principal or guidance counsellor for more information

If you're under 18, ask your parents to help you plan and select your activities. Talk with your guidance counsellor or principal about other ways your school can help you earn community involvement hours.
Volunteering in your community helps you learn about civic engagement and understand your role as a citizen. By being involved in your community and serving others, you:

- develop transferable skills
- explore different sectors and potential career opportunities
- understand more about yourself and your role in society

Learn more about getting your high school volunteer hours.

SUBSTITUTION POLICY FOR COMPULSORY CREDIT REQUIREMENTS
In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses

offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests. The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter. Each substitution will be noted on the student's Ontario Student Transcript.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE

This certificate will be awarded to everyone who successfully completes a minimum of 14 credits, including 7 compulsory credits and 7 optional credits. Such credits will be based on the discipline specific expectations and assessment policies as set out in the provincial curriculum policy documents.

The compulsory credit requirements are:

- English - 2 credits
- Canadian Geography or Canadian History - 1 credit
- Mathematics - 1 credit
- Science – 1 credit
- Health and Physical Education - 1 credit
- Arts or Technological Education - 1 credit
- Optional Credits – A total of 7 optional credits are selected by the student from available courses

The substitution policy for the compulsory credit requirements is the same whether a student is working towards their OSSD or their OSSC.

CERTIFICATE OF ACCOMPLISHMENT

This certificate may be granted by the principal to students who are leaving school prior to fulfilling the requirements for an OSSD or OSSC, but who have achieved significant progress in completing personal and educational goals. An Ontario Student Transcript, including the Individual Education where applicable, will be attached to the certificate.

Curriculum

THE DEFINITION OF A CREDIT

A credit is granted when a course that has been scheduled for a minimum of 110 hours is successfully completed. 'Scheduled time' is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the

curriculum expectations of the course. Planned learning activities include interaction between the teacher and student as well as assigned individual and/or group work, excluding homework. Half or partial credits may be offered for some courses and the amount of classroom instruction will relate accordingly (e.g., a half credit equals 55 hours)

DEFINITIONS OF THE TYPES OF COURSES AVAILABLE IN THE ONTARIO CURRICULUM

Types of Courses — Grades 9 and 10

Grade 9 and 10 courses are organized into three types: Academic, Applied, and Open. All courses build on the grade 8 curriculum and have rigorous standards. All courses prepare students for study in the senior grades. Academic and Applied courses differ in the balance between essential concepts and additional requirements and in the balance between theory and application. They differ primarily, not in the level of skill required, but in the kinds of problems presented and the application of the content and concepts.

Academic Courses

Courses with a D in the fifth position focus on the essential concepts of the discipline and also explore related concepts. Course work develops students' knowledge and skills by emphasizing theoretical and abstract applications of the essential concepts and incorporating practical applications as appropriate. The emphasis is on theory and abstract thinking as a basis for further learning and problem solving.

Applied Courses

Courses with a P in the fifth position focus on the essential concepts of the discipline. Course work develops students' knowledge and skills by emphasizing practical, concrete application of these concepts and incorporating theoretical applications as appropriate. Course work relates to familiar real-life situations and provides students with the opportunity for extensive hands-on applications of the concepts they study.

Open Courses

Courses with an O in the fifth position have one set of expectations for the subject, appropriate for all students in a given grade. These courses are designed to provide students with a broad educational base that will prepare them for their studies in grades 11 and 12 and for productive participation in society.

Types of Courses — Grades 11 and 12

Grade 11 and 12 courses are organized into five types based on students' future destinations. Students may choose from University Preparation, University/College Preparation, College Preparation, Workplace Preparation, or Open courses.

University Preparation Courses

Courses with a U in the fifth position provide students with the knowledge and skills needed to meet entrance requirements for university programs. Teaching and learning will emphasize theoretical aspects of the course content with supporting applications.

The courses will focus on the development of both independent research skills and independent learning skills.

University/College Preparation Courses
Courses with a M in the fifth position include content that is relevant for both university and college. They provide students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and their content will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content.

College Preparation Courses
Courses with a C in the fifth position provide students with the knowledge and skills to meet entrance requirements for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course and the development of critical thinking and problem solving skills. Courses will focus on the development of independent research and learning skills.

Workplace Preparation Courses
Courses with an E in the fifth position prepare students to move directly into the workplace or to apprenticeship programs and other training programs in the community. These courses emphasize practical workplace skills.

Open Courses
Courses with an O in the fifth position allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their post secondary goals but that reflects their interests. These courses are appropriate for all students regardless of post secondary destination

Grades 11 and 12
ENG3D1 - the first three places identify the subject (in this example **ENG** is English)
ENG**3**D1 - the fourth place identifies the grade/year (in this example **3** is grade 11 or year 3 of high school) This place can be **3**-grade 11/third year high school; **4**-grade 12/fourth year high school

ENG3**U**1 - the fifth place identifies course's category (in this example the **U** is for University) This place can be **U-University; M-University/College; C-College; E-Workplace; O**-Open
If a student wishes to change course types (from Applied to Academic, or Academic to Applied) in grade 9 or 10, they must first meet with their Guidance counselor to discuss their choice. The Guidance counselor will see if they have the prerequisite. If no prerequisite is required, the student can enter the new course type with parental permission. If a prerequisite is needed, the student must first take the prerequisite or take the prerequisite concurrently.

For grade 11 and 12 students who wish to change course types (from University to College or from College to University) they will meet with their Guidance counselor. If no prerequisite is needed, they may enter the new course type with parental permission. If a prerequisite is needed, and the student does not have the prerequisite, they must either be taking the prerequisite concurrently or they must receive the prerequisite first.

DESCRIPTIONS OF ALL COURSES OFFERED

English, Grade 9 (ENL1W)

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

English, Grade 10 (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: Grade 9 English

English, Grade 11, University (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 analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: Grade 10 English, Academic

English, Grade 12, University (ENG4U)
This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: Grade 11 English, University Preparation

Ontario Secondary School Literacy Course, Grade 12, Open (OLC4O)
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing

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

ESL Level 2, Open (ESLBO)
This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

Prerequisite: ESL Level 1 or equivalent

ESL Level 3, Open (ESLCO)

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

Prerequisite: ESL Level 2 or equivalent

ESL Level 4, Open (ESLDO)
This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

Prerequisite: ESL Level 3 or equivalent

ESL Level 5, Open (ESLEO)
This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

Prerequisite: ESL Level 4 or equivalent

Visual Arts, Grade 9, (AVI1O)
This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

Building the Entrepreneurial Mindset, Grade 9, (BEM1O)
In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

Prerequisite: None

Issues in Canadian Geography, Grade 9, (CGC1D)
This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Prerequisite: None

Core French, Grade 9, Academic (FSF1D)
This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

Core French, Grade 9, Open (FSF1O)
This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse

French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

Prerequisite: None

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS1O)
This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal- management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Prerequisite: None

Mathematics, Grade 9 (MTH1W)
This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operation, algebra, measurement, geometry, data, probability and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning and algebraic reasoning as they solve problems and communicate their thinking.

Prerequisite: None

Healthy and Active Living, 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

Science, Grade 9, (SNC1W)

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and con- duct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Prerequisite: None

Exploring Computer Technology, Grade 9, Open (TEJ1O)
This exploratory course introduces students to concepts and skills in computer technology, which encompasses computer systems, networking, interfacing, and programming, as well as electronics and robotics. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

Prerequisite: None

Visual Arts, Grade 10, Open (AVI2O)
This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None

Launching and Leading a Business, Grade 10, (BEP2O)
This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

Prerequisite: None

History, Grade 10, Academic (CHC2D)
This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

History, Grade 10, Applied (CHC2P)
This course explores social, economic, and political developments and events and their impact on the lives of different groups Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

Civics and Citizenship, Grade 10, Open (CHV2O)
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

Prerequisite: None

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

Food and Nutrition, Grade 10, Open (HFN2O)
This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

Prerequisite: None

Exploring Family Studies, Grade 10, Open (HIF2O)
This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

Prerequisite: None

Introduction to Computer Studies, Grade 10, Open (ICS2O)
This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

Prerequisite: None

Spanish, Grade 10, Open (LWSBO)
This course provides opportunities for students to begin to develop and apply fundamental skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities and practical situations,

with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire a general understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

Prerequisite: None

Principles of Mathematics 10, 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: Principles of Mathematics, Grade 9

Healthy and Active Living, Grade 9, Open (PPL2O)
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

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: Grade 9 Science

Communications Technology, Grade 10, Open (TGJ2O)
TGJ2O course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

Drama, Grade 11, University/College (ADA3M)
This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

Prerequisite: Drama, Grade 9 or 10, Open

Media Arts, Grade 11, University/College (ASM3M)
This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

Prerequisite: Media Arts, Grade 10, Open

Dance, Grade 11, University/College (ATC3M)
This course emphasizes the development of students' artistry, improvisational and compositional skills, and technical proficiency in dance genres from around the world. Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations; describe and model responsible practices related to the dance environment; and reflect on how the study of dance affects personal and artistic development.

Prerequisite: Dance, Grade 9 or 10, Open

Visual Arts, Grade 11, University/College (AVI3M)
This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

Prerequisite: Visual Arts, Grade 9 or 10, Open

Financial Accounting Fundamentals, Grade 11, University/College (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

World History to the End of the Fifteenth Century, Grade 11, University/College (CHW3M)
This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social political, and economic structures and historical forces at work in various societies and in different historical eras.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

The Individual and the Economy, Grade 11, University/College (CIE3M)
This course examines the changing Canadian economy and helps students develop an understanding of their own role as economic agents. Students will apply economic models and concepts to assess the roles of the various stakeholders in the Canadian economy and analyze the interactions among them. Students will consider the

economic behaviour of the individual as consumer contributor, and citizen in a mixed economy and will apply economic inquiry, critical-thinking and communication skills to make and defend informed economic decisions.

Prerequisite: Canadian History since World War I, Grade 10, academic or applied

Food and Culture, Grade 11, University/College (HFC3M)
This course focuses on the flavours, aromas, cooking techniques, foods and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

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

Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College (HSP3U)
This course is an introduction to speech communication, which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. Civility and ethical speech-making are the foundations of this course. Its goal is to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches. This course will be delivered online.

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

Introduction to Computer Science, Grade 11, University/College (ICS3U)
This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Prerequisite: None

Simplified Chinese Grade 11, University (LKBCU)
Simplified Chinese - LKBCU course explores a broad range of themes and ideas expressed through poetry, novels, plays, and Chinese history. Students will engage with the texts and analyze them through a lens that allows them to connect literature and history to real life issues, and explore how these themes can span over centuries to still be a reflection on today's society.

Prerequisite: LKBBD *or* Assessment Test

Functions, Grade 11, University (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: Principles of Mathematics, Grade 10, Academic

Healthy and Active Living, Grade 11, Open (PPL3O)
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 and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. 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

Biology, Grade 11, University (SBI3U)
This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: Grade 10 Science, Academic

Chemistry, Grade 11, University (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: Grade 10 Science, Academic

Physics, Grade 11, University (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 trans- formations; 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: Grade 10 Science, Academic

Computer Engineering Technology, Grade 11, University/College (TEJ3M)
This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

Prerequisite: None

Communication Technology, Grade 11, University/College (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 technologies.

Prerequisite: None

Healthcare Technology, Grade 11, University/College (TPJ3M)
This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

Prerequisite: None

Dance, Grade 12, University/College (ATC4M)
This course emphasizes the development of students' technical proficiency, fluency in the language of movement in dance genres from around the world, and understanding of dance science. Students will explain the social, cultural, and historical contexts of dance; apply the creative process through the art of dance in a variety of ways; and exhibit an understanding of the purpose and possibilities of continuing engagement in the arts as a lifelong learner.

Prerequisite: Dance, Grade 11, University/College Preparation

Drama, Grade 12, University/College (ADA4M)
This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Prerequisite: Drama, Grade 11, University/College Preparation

Media Arts, Grade 12, University/College (ASM4M)
This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.

Prerequisite: Media Arts, Grade 11, University/College Preparation

Visual Arts, Grade 12, University/College (AVI4M)
This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

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

Financial Accounting Principles, Grade 12, University/College (BAT4M)
This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

Prerequisite: Financial Accounting Fundamentals 11

International Business Fundamentals, Grade 12, University/College (BBB4M)
This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets.
Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Prerequisite: None

Business Leadership: Management Fundamentals University/College (BOH4M)
The business leadership courses allow students to explore how managers function in organizations and take on the challenge of generating solutions in order to solve problems. These courses allow students to explore the roles, responsibilities, skills, and functions of management. Students will learn the factors that encourage effective leadership practices. Emphasis throughout the courses will be placed on the importance

of ethics and social responsibility in the corporate world. Students will learn how to communicate effectively for business purposes. The courses in business leadership will prepare students to work effectively in organizations in positions of employment and management.

Prerequisite: None

World Issues: A Geographic Analysis, Grade 12, University (CGW4U)
In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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

World History since the Fifteenth Century, Grade 12, University (CHY4U)
This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

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

Analyzing Current Economic Issues, Grade 12, University (CIA4U)
This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending.
Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

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

Nutrition and Health, Grade 12, University/College (HFA4U)
This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

Families in Canada, Grade 12, University/College (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 Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

The World of Fashion, Grade 12, University/College (HNB4M)
This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques, and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.

Prerequisite: Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

Challenge and Change in Society, Grade 12, University/College (HSB4U)

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

Prerequisite: Any university (U) or university/college (M) preparation curse in social sciences and humanities, English, or Canadian and world studies

Computer Science, Grade 12, University/College (ICS4U)
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Prerequisite: Introduction to Computer Science 11

Simplified Chinese Grade 12, University (LKBDU)
Simplified Chinese - LKBDU course explores a broad range of themes and ideas expressed through poetry, novels, plays, and Chinese history. Students will engage with the texts and analyze them through a lens that allows them to connect literature and history to real life issues, and explore how these themes can span over centuries to still be a reflection on today's society.

Prerequisite: LKBCU *or* Assessment Test

Calculus and Vectors, Grade 12, University (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: Note: Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors.

Advanced Functions, Grade 12, University (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: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

Mathematics of Data Management, Grade 12, University (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: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Healthy and Active Living, Grade 12, Open (PPL4O)
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 and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. 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

Introduction to Kinesiology, Grade 12, University/College (PSK4U)
This course introduces students to the world of human movement. Kinesiology can be studied from a wide variety of lenses: from the cellular level of physiology to the social factors that influence participation in sport and physical activity. This course focuses on the systems, factors, and principles involved in the development of human movement. Students will observe the impact of socioeconomic factors on physical activity participation rates and relationships with nutrition. Students will learn about the basic anatomy and cellular functions of the body related to movement, the mechanics behind movement, and the measured effects of training on the body. 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

Biology, Grade 12, University (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: Grade 11 Biology, University Preparation

Chemistry, Grade 12, University (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: Grade 11 Chemistry, University Preparation

Physics, Grade 12, University (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 analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Grade 11 Physics, University Preparation

Computer Engineering Technology, Grade 12, University/College (TEJ4M)
This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.

Prerequisite: Grade 11 Computer Engineering Technology, University/College Preparation

Healthcare Technology, Grade 12, University/College (TPJ4M)
This course focuses on the development of a range of skills needed to analyse and interpret clinical findings. Students will learn about accepted health care practices and demonstrate an understanding of basic procedures and the use of appropriate instruments and equipment. They will acquire an understanding of basic concepts related to the function of the human immune system and explore the relationship between pathology and disease prevention and treatment. Students will expand their awareness of workers' health and safety issues, analyse environmental and societal issues related to health care, and further explore professional practice standards and postsecondary destinations in the field.

Prerequisite: Healthcare Technology, Grade 11, University/College Preparation

ACCESS TO OUTLINES OF THE COURSES OF STUDY
Access: If any parent or student would like information regarding access to outlines of courses of study, please contact Queen's Glen at (365)887-5989 or by email to Info@QueensGlen.com
To gain access to the Ontario curriculum, please visit the following website:

http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html

DESCRIPTION OF EXPERIENTIAL LEARNING PROGRAMS
Cooperative education may be the culmination of a series of experiential learning opportunities that include job shadowing, job twinning, and work experience, and is

often an integral part of school–work transition programs, including the Ontario Youth Apprenticeship Program (OYAP).
Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) with a worker in a specific occupation. Job twinning provides the opportunity for the student to accompany a cooperative education student to his or her placement for one-half to one day. A student may participate in more than one job shadowing or job twinning experience, thereby obtaining a broader range of career information through observation in typical workplace environments. Job shadowing and job twinning may be integrated into any credit course and may also be components of a student's school–work transition program.
Queen's Glen does not offer Cooperative Education credits, however Job Shadowing and Twinning opportunities are possible. Should a student be interested in one of the experiential learning experiences, they should contact Ian Sands: the principal of the school.

POLICY REGARDING STUDENT WITHDRAWAL FROM COURSES IN GRADE 11 AND 12

If a student wishes to withdrawal from a course in grade 11 or 12, they must first speak with their Guidance Counselor. A credit evaluation and examination will be conducted to ensure that the student is still on track for to meet graduation requirements. If the student wishes to withdrawal from the class in the first week to enrol in another class, this is done through the Guidance Counselor. Parental permission may be required, if the class requires special equipment or additional costs. There is no record of the withdrawal if it happens within the first month of the fall and/or winter semesters, or after the first week in the spring semester. If a student wishes to withdrawal after the first month of the fall/winter semesters, or after the first

week of the spring semester, they may do so however it will be shown on their transcript as an incomplete course and they may not register into a new course. Communication is sent to the parents/guardians regarding the change with an update on the credit accumulation so the parents/guardians, as well as the student, are fully aware of the child's up-to-date credit count (for purposes of graduation).

POLICY RELATED TO CHANGING COURSE TYPES

Students and/or parents may request a change in the course type that they are taking. For example, a student taking ENG2P may request a change to ENG2D. At the grade 9 and 10 level, a parent/guardian and student must meet with the Guidance Counselor to request the change. It is written and recorded in the child's OSR and the course type is altered.
If the student is in grade 11 or 12, they may not change their course type without enrolling into the prerequisite or by requesting that prerequisites be waived. A student may take a prerequisite and the different course type consecutively. If a student/parent wishes to have a prerequisite waived, they must meet with the Guidance Counselor to explain their reason, provide a written request of which courses they would like to have waived, and provide sufficient proof of understanding of the prerequisite course. A pre-

evaluation may need to be conducted by the Guidance Counselor, the Principal, and/or the staff to ensure that sufficient evidence exists to have the change in course type.

PRIOR LEARNING ASSESSMENT AND RECOGNITION PROCESSES FOR EQUIVALENCY

Prior Learning Assessment and Recognition (PLAR) is a formal evaluation and accreditation process. Students may obtain credits towards the secondary school diploma (OSSD) for knowledge skills that they have acquired outside of secondary school. This prior learning is assessed and evaluated to determine whether the student has met the provincial course expectations. The student may "challenge" a specific course for credit or may obtain credits through the "equivalency" process if they have credentials from schools outside Ontario. Queen's Glen does not offer PLAR Challenges.

OTHER WAYS TO EARN CREDITS THROUGH LEARNING OPPORTUNITIES

Queen's Glen offers both compulsory and optional credits towards the OSSD or OSSC. However, we understand there may be times with students want to earn credits in courses not offered by Queen's Glen. Therefore, students who wish to earn credits off-campus should consult with the Guidance Counselor for recommendations on reputable institutions offering credit courses. We do, however, recommend that students take as many courses as possible on campus. Any credits earned towards the OSSD at other schools will be included in the student's OST along with the official report cards.

EVALUATION AND EXAMINATION POLICIES

In Grades 9 and 10, a student's final mark will be based on:

- **65%** classroom work completed throughout the course
- **20%** mandatory final evaluations (information on course specific final evaluations can be found here: https://www.ontario.ca/page/growing-success-assessment-evaluation-and-reporting-ontario-schools-kindergarten-grade-12 - assessment2026)
- **15%** attendance and participation

In Grades 11 and 12, a student's final mark will be based on:

- **65%** classroom work completed throughout the course
- **25%** mandatory final evaluations (information on course specific final evaluations can be found here: https://www.ontario.ca/page/growing-success-assessment-evaluation-and-reporting-ontario-schools-kindergarten-grade-12 - assessment2026)
- **10%** attendance and participation

Assessment criteria for attendance and participation

Level 4 (80% to 100%)

The student **misses 0.0% to 2.5% of classes for unexcused absences** (approximately 2 or fewer classes per semester).

The student **consistently**:

- participates in class discussions and contributes ideas
- asks relevant questions
- respects the contributions of others and demonstrates positive leadership

- contributes to fostering a positive classroom culture

Level 3 (70% to 79%)
The student **misses 2.5% to 5 % of classes for unexcused absences** (approximately 2.5 to 4.5 classes per semester).
The student **generally**:

- participates in class discussions and contributes some ideas
- asks relevant questions
- respects the contributions of others
- contributes to fostering a positive classroom culture

Level 2 (60% to 69%)
The student **misses 5% to 7.5 % of classes for unexcused absences** (approximately 5 to 7 classes per semester).
The student **occasionally**:

- participates in class discussions and sometimes contributes ideas
- asks relevant questions
- respects the contributions of others
- contributes to fostering a positive classroom culture

Level 1 (50% to 59%)
The student **misses 7.5% to 10% of classes for unexcused absences** (approximately 7.5 to 9 classes per semester).
The student **infrequently**:

- participates in class discussions and rarely contributes ideas
- asks relevant questions
- respects the contributions of others
- contributes to fostering a positive classroom culture

Below level 1 (less than 50%)
The student **misses more than 10% of classes for unexcused absences** (more than 9 classes per semester).
The student **does not**:

- participate in class discussions or contribute ideas
- ask relevant questions
- respect the contributions of others
- contribute to fostering a positive classroom culture

INFORMATION ON REPORTING PROCEDURES, INCLUDING THE REPORT CARD AND THE ONTARIO STUDENT TRANSCRIPT (OST)

Examinations are given at the end of each semester. All attempts are made to allow for only one examination each day of the exam week and all examinations are scheduled in the morning. Exam accommodations for individual students are considered on a student by basis. No accommodations will be permitted for university courses.
The primary purpose of assessment, evaluation, grading, and reporting is to improve student learning. Assessment and evaluation is based on the student's achievement of course expectations related to the four categories of knowledge and skills in the Ontario

Curriculum Grades 9-12: - knowledge/understanding, thinking and inquiry, communication, and application

Teachers will use subject specific "Level of Achievement Charts" found in the Ontario Curriculum as the basis for all assessment and evaluation. Achievement is reflected as a percentage grade using the provincial guidelines:

- 80 - 100% (Level 4) a very high to outstanding level of achievement which is above provincial standard
- 70 - 79% (Level 3) a high level of achievement. This is the provincial standard.
- 60 - 69% (Level 2) a moderate level of achievement which is below the provincial standard.
- 51 - 59% (Level 1) a passable level of achievement which is below the provincial standard.
- 50% a granted level of achievement which is below the provincial standard
- below 50% insufficient achievement of curriculum expectations. A credit will not be earned

A final grade for each course is calculated using 70% of the grade based on the assessment and evaluation of the student throughout the course, and 30% based on final, course summative evaluation. This summative evaluation may be in the form of an examination, performance, essay, and/or other method suitable to the content of the course and according to the school's policy. All students must be present for the final evaluation. There are no exemptions.

Ontario Student Records - Personal information is collected under the authority of the Education Act and will be used for the establishment and maintenance of the Ontario Student Record in accordance with the (OSR) Guideline 2000. Access to OSR Records may be obtained by the parents/guardians of students under the age of 18, or by the students over 18, by contacting the principal.
An Ontario School Record (OSR) is on file for each student attending the school. This record contains the academic history of the student in Ontario schools from kindergarten on. This file is the property of the Provincial Ministry of Education and is kept at the school according to Ministry requirements. Students and parents may have access to these records according to prescribed Ministry guidelines. The Ontario Student Transcript is the record of all secondary school courses successfully completed by a student, and indicates the credits a student has earned towards the requirements of the Ontario Secondary School Diploma (OSSD). The marks a student has achieved for a completed course are annually recorded as a percentage in numerical figures. A credit is granted in recognition of the successful completion of a course (at the Grade 9-12) that has been scheduled, for a minimum of 110 hours. The credit system in Ontario secondary schools allows a student to pass or fail on the basis of courses rather than grades. Students are permitted to set individual timetables by choosing courses from among those offered, that meet Ministry requirements, interests and academic ability. In order to help students qualify for the OSSD, the principal may substitute among the compulsory credits in the following way: A maximum of three compulsory credits may be replaced by additional courses from the remainder of those listed as compulsory. Parental approval of such a substitution shall be provided in writing. Each substitution

shall be noted on the Ontario Student Transcript. Students who qualify under this substitute credit arrangement are those whose educational interests, in the opinion of the student, their parents or guardians, the principal, and the school inspector, are best served by such substitution. All courses of study offered from Grades 1 to 12 have been developed according to the requirements of the Ontario Ministry of Education and are annually approved for credit by the Ministry of Education. These detailed courses of study, and the guidelines on which they are based, are available for parents' perusal in the school office.

Full Disclosure - The Ministry of Education and Training has required all secondary schools in Ontario to implement a policy of full disclosure for courses taught in Grades 11 and 12. Grade 11 and 12 courses dropped prior to one week after the mid-point of a semester will not be recorded on the transcript. Course dropped after this point in a semester will be recorded with the mark earned at the time of withdrawal from the course. Only successfully completed credits at Grade 9 and 10 levels are recorded on transcripts.

ONTARIO STUDENT TRANSCRIPT (OST):

The OST is the student's official record of credits earned and other graduation requirements completed. It is part of the Ontario Student Record. Copies of the transcript are available to students and graduates. In Grades 9 and 10, only successfully completed will be recorded on the student transcript. If a student withdraws from or fails to successfully complete a Grade 9 or 10 course, no entry will be made on the transcript. In Grades 11 and 12, all courses taken by the student,

whether successfully completed or not, will be recorded on the transcript. If a student withdraws from a Grade 11 or 12 course before a specified time, the withdrawal will not be recorded. A student's final result on the Ontario Secondary School Literacy Test (to be taken in Grade 10), as well as confirmation that the student has completed the community involvement requirement, will also be included in the student transcript.

SUPPORTS RELATED TO GUIDANCE AND TO CAREER/LIFE PLANNING INCLUDING THE INDIVIDUAL PATHWAYS PLAN

Education planning and course selection process:

Grade 9 and 10:

Course selection begins in the following year before grade 9 and grade 10. Typically, this is completed in May of the year before the grade you are entering. Each student works with the Guidance counselor at Queen's Glen to establish which courses the student will be taking in September. As well, individual meetings can be booked with the guidance counselor to help parents and students understand the course selection process, as well as the compulsory and optional requirements for the OSSD.

Grade 11 and 12:

Course selection for grade 11 and 12 begins the year before. Students who are in grade 10 will meet with the Guidance counselor to discuss course selection options for both

the grade 11 & 12 academic years. The IPP will be re-evaluated and modified as necessary for all students who wish to achieve the OSSD.

Parents and students are strongly encouraged to visit the following websites for information regarding the university/college application process:

University Program information: http://www.electronicinfo.ca/
University Applications information: http://www.ouac.on.ca/
College Program/Application information: http://www.ontariocolleges.ca/home

Individual Pathways Plan:
In grades 7 and 8, Queen's Glen students are introduced to the Individual Pathways Plan (IPP). This is a document created for each student focused on possible post-secondary pathways. This plan is re-visited in grades 9 and 10 with the courses GLS1O/GLE2O and GLC2O. The students may with to modify or even create a new IPP at this point. With support from both the teacher and guidance counselor, the students will develop more of a focus on their own post-secondary educational goals. Finally, the IPP will once again be re-visited before selecting courses for grade 11. The final pathway will be chosen for the last two years of high school.

STRATEGIES AND RESOURCES FOR STUDENTS AND PARENTS TO HELP WITH EDUCATION PLANNING AND COURSE SELECTION

Students and parents seeking help with educational planning and post-secondary options should contact Jenny Wang at JennyWang@QueensGlen.com.

In addition, parents and students are encouraged to visit the following websites:

- eInfo: http://www.electronicinfo.ca/
- Ontario Colleges: https://www.ontariocolleges.ca/en
- Creating Pathways to Success: http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf

For grade 9 & 10, course selection begins 1-2 months before the end of the grade 9 academic year. A meeting with the guidance counselor will facilitate the choosing of optional credits. Compulsory credits are mandatory and not up to the student's choosing.

For grade 11 & 12, course selection begins 1-2 months before the end of the grade 10 academic year. A meeting with the guidance counselor at this point is necessary, and will facilitate the choosing of optional credits. Compulsory credits are mandatory and not up to the student's choosing. These choices will be made in accordance with the IPP for the student, and direct input from the student.

Course selection for grades 11 and 12 students takes place from March to May of the year prior to starting grade 11 and/or 12. Students and parents are required to meet

with the Guidance counselor to discuss potential course offerings (both compulsory and optional credits) as well as potential post-secondary options.

If a student wishes to change the IPP, they may at any time make appointments to meet with teachers, the guidance counselor, and the principal to discuss potential modifications based on the student's best interests.

INTERVENTION STRATEGIES, SUPPORTS, AND PROGRAMS FOR STUDENT SUCCESS

Queen's Glen offers many options in terms of intervention strategies, support, and programs. QGC has a built in educational support programs where students with Individual Education Programs (or IEPs) can get additional support in the classroom and beyond. The supports offered are individualized and personal so they can accommodate a particular family's needs in terms of scheduling. In addition, the teachers working with such students have training and experience working students with unique needs. The fall is when specific IEPs are creted for students. There are many aspects to consider when designing an IEP: student, home environment, teacher feedback, standardized academic assessments, psychological assessments, recommendations from appropriate medical specialists, etc. This accumulation of information aids the principal in determining the best course of action for the student.

In addition to being pro-active in relations to supports for students, Queen's Glen is also re-active. If a student is at risk of not graduating or not achieving the goals and plans set out, intervention is key to ensure success. Our support staff will help the student continue to follow the path laid out, or modify as necessary.

SUPPORTS FOR ENGLISH LANGUAGE LEARNERS

Those students whose first language is not English may need extra supports to help them achieve success. ESL students will be provided with a personalized program to support their English level. Through the four basic elements of language (reading, writing, listening, and speaking), students will be prepared for the levels of English needed for both secondary and post-secondary education.

Students that do not speak English as their first language need extra supports to help them achieve. As with the IEP process, ESL students are given a unique program where they are supported with their English skills. Through reading, writing, and oral language skills, ESL students are taught to become full English language speakers. Additional supports such as preparation and practice with the IELTS test will be employed if needed.

COMPUTER LABS AND RESOURCE CENTRE/LIBRARY

Queen's Glen is unable at this time to provide a computer lab. Therefore, we require that all students have a modern and working computer system. Whether it be a desktop, notebook, or tablet computer, students must be able to access the most basic websites and digital applications. It is the responsibility of the student and parents/guardians to ensure students have up-to-date computer technology.

The library is located in the front room. Access to resources such as: complementary textbooks/workbooks, digital resources, tutors, mental health professional, career counseling, job fairs, etc. can be requested through the guidance counselor Info@QueensGlen.com.

COMMUNITY RESOURCES

Queen's Glen believes in utilizing the environment and urban resources to contribute to the education of its students. Experiencing valleys, forested areas, libraries, sports facilities, and education centres aids in providing a multi-level education. Maple Valley Park, as well as, German Mills Meadow and Natural Habitat are in the geographic location and therefore easily accessible for lessons in science, geography, and physical education.

SPECIAL EDUCATION

It accommodation are necessary to help a student achieve full potential, Queen's Glen will make any and all efforts to assist. In the event the Individual Education Plan (IEP) needs to be modified, teachers, parents/guardians, the guidance counselor, and the principal will first be consulted before any changes will be made.