



# Westfield Secondary School School Course Calendar 2020 - 2021

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## **OUR SCHOOL**

### **Westfield Secondary School (WSS)**

At Westfield Secondary School we offer quality education and dedicated service to international and local high school students that prepares students for post-secondary education. The fulfillment of our program requirements leads to an Ontario Secondary School Diploma, necessary for post-secondary education.

### **The Value of an Ontario Secondary School Diploma**

Almost every job today requires computer, numeracy, and literacy skills. Human Resources and Skills Development Canada (HRSDC) estimates those with a high school diploma earn an average 25% more than those who have not completed high school. Earning an OSSD halves the chances one will be unemployed. There is also a direct relationship between education and overall health: the less education, the poorer one's health (Wellesley Institute).

With this in mind, the Ontario government mandates students to remain in secondary school until they have reached the age of 18 or have obtained an Ontario Secondary School Diploma (OSSD). Further, the OSSD is key to gaining admission to an Ontario college or university for further educational opportunities. Westfield Secondary School is committed to reaching every student to help him or her achieve a successful outcome from the secondary school experience.

### **Westfield's Goals and Philosophy**

The mission of Westfield Secondary School is to provide all its students with an optimal learning environment and to give international students an understanding and appreciation of Canada's cultural values. WSS takes special care with international students to ensure that they are equipped with the skills necessary to be successful in their post-secondary studies; for example, time management, organization, problem-solving communication, pronunciation, public speaking, essay writing and research skills.

Most international students require daily immersion in English to help them cope with everyday life in Canada, and to help them achieve good academic results. WSS creates an environment in which these students are encouraged to use English as part of their normal daily routine. To support students, appropriate instructional and academic accommodations are made to help students gain proficiency in English. In addition to the Ontario secondary school curriculum, WSS also utilizes IELTS Preparatory programs that develop and benefit our students' English and academic skills.

Westfield Secondary School is committed to providing a safe and healthy learning and working environment by promoting respect, civility, responsible citizenship, and academic excellence. A

positive school climate exists when all members of the school community feel safe, comfortable, and accepted.

## School Organization

Westfield Secondary School is a private high school offering personalized education, small class sizes and experiential learning.

WSS has four main semesters; September to November, November to January, February to April, and May through June.

Mid-term and final reports are issued each semester. Mid-term reports occur approximately half way through the semester and final reports after the completion of the semester. Copies of the reports are retained in the Ontario Student Record (OSR) folder. Refer to the section titled Reports in this document for more details.

The school's timetable operates classes between 8:50 am and 4:10 pm.

	Start	End
Period 1	8:50 AM	10:25 AM
Break	10:25 AM	10:35 PM
Period 2	10:35 AM	12:10 PM
Lunch	12:10 PM	12:50 PM
Period 3	12:50 PM	2:25 PM
Break	2:25 PM	2:35 PM
Period 4	2:35 PM	4:10 PM

## SCHOOL CODE OF CONDUCT

### School's Expectations of Students

Students are expected to follow the School Code of Conduct set out below (and which has been prepared in booklet format for each student and parent to retain for their personal reference). Westfield's Code of Conduct was developed in accordance with its policies and procedures, the Education Act, and the Provincial Code of Conduct. Westfield Secondary School's Code of Conduct also reflects the values and expectations of the city of Markham.

The standards of behaviour outlined in Westfield Secondary School's Code of Conduct shall apply to all members of the school community, including students, parents and guardians, teachers, administrators, directors, owners, school staff, volunteers, and visitors:

- on school property;
- while traveling on a school bus that is under contract to the school;
- in-school sports activities;
- in off-site school-sponsored activities; or

- in circumstances where engaging in an activity will have an effect on the school climate.

## School Attendance and Achievement

Students are expected to adhere to the attendance policy outlined herein and any expectations determined by the administration team. Regular attendance at school is critical for the student's learning and achievement of course expectations and will be recorded daily by the teacher. Once class has ended, the teacher will then submit the attendance via Maplewood to the central office and it will be recorded into the SIS.

Westfield Secondary School will not grant credits to students who have missed more than 10 classes without reason substantiated by appropriate documentation. Letters will be handed out to students and/or to parents the day after their third and fifth absence as a warning that the student's credit will be in jeopardy if unexplainable absences continue. A final warning will ensue the day after the seventh absence as a final warning. No other warnings will be provided. At 10 absences, a student and/or their parents will be notified that the student has forfeited their credit. At 10 minutes after class begins, a student will be marked late. After 30 minutes, a student will be marked absent.

Where, in the principal's judgment, a student is jeopardizing his or her successful completion of a course due to frequent absences from school, the principal and appropriate personnel may meet with the student and the parents to explain the potential consequences of the absences, (including failure to gain credits), and discuss steps that could be taken to improve attendance.

If absent, the student must mitigate the effects of lost instructional time by connecting with his/her teacher(s) who will be able to provide the appropriate instruction and/or resources. Students are responsible for completing all homework, assignments, assessments, and other products of learning missed due to an absence. If a student knows of an impending absence, s/he should coordinate with the teacher(s) affected. Any missed assessments for, as, and of learning, including, but not limited to, homework, assignments, projects, presentations, self-assessments, tests, and quizzes, must be taken on the first day the student returns to school.

**\*NOTE\* - In 2020, special provisions have been made to ensure student attendance during the Ontario-wide school closures and declarations of emergency amidst the Covid-19 global pandemic. During times when classes run online, attendance is still taken using the same methods, and students are still expected to be present within the virtual classroom. Westfield Secondary School takes its obligations towards student safety seriously, and will abide by any and all current and future government orders.**

## Student Responsibilities

All students are expected to here to the following responsibilities:

1. Full-time students are expected to earn 7-10 credits per academic year.
2. Students are expected to achieve a minimum of 60% in all their coursework.

3. Students are expected to complete their course work, including, but not limited to, homework, assignments, projects, presentations, tests, quizzes, and exams, to the best of their skills and abilities.
4. Students are expected to seek assistance when required.
5. Students must participate in school activities and clubs.
6. Students must inform the office if they move.
7. Students must respect and adhere to the classroom policies and procedures of each teacher.

Failure to comply with any or all of these responsibilities may be grounds for dismissal.

### **Cellular Phones and Messaging Apps**

All personal communication devices must be powered off and stored out of view during class. Text messages or notifications via social media apps and websites, must be disabled on all tablets and/or personal computers used during class time.

### **Acceptable Use Policy**

Students are expected to use their technology in a manner that benefits their educational experience and will distract them, or others, from achieving their daily work/learning outcomes. Any resources provided digitally for the purpose of instruction and classroom learning will be the sole proprietorship of Westfield and must not be misrepresented in or out of the classroom, nor used for personal gain. Westfield retains the right to investigate students' personal devices if there is reason to believe that the technology is being misused as delineated in this policy. The following is an extensive list, but not exhaustive, of the activities that constitute a breach Westfield's Acceptable Use Policy. It is a violation of Westfield's policy to:

- access Westfield's information or accounts without authorization
- use another individual's information technology account with or without the individual's permission
- grant another individual access to one's own information technology account by sharing a password or by any other means
- use IT Resources to intentionally interfere with the work of other students, faculty members or Westfield officials
- access, create, publish or communicate information that is obscene, pornographic, abusive, defamatory, derogatory, threatening, violent or harassing via email or world-wide web information pages
- display, transmit, distribute or make available information that expresses or implies discrimination or an intention to discriminate
- use IT Resources to intentionally interfere with the normal operation of IT Resources including, but not limited to, flooding the network with messages, sending chain letters or pyramid solicitations, spreading viruses, etc.
- use, disclose, copy, modify or delete information stored on IT Resources without authorization
- use IT Resources for personal commercial or financial gain or for political causes
- gather other individuals' personal information under false pretences or for unlawful gain

While enrolled with Westfield, students engaging in social networking with the intent to publish information on the internet, must abide by the above rules. Westfield strictly prohibits the following activities:

- Publishing any Westfield information on social networking or the Internet that is confidential and has not been approved for public disclosure
- Implicitly or explicitly giving the impression that comments, opinions, statements made on social networking or the Internet represent the views/beliefs/stance of Westfield without prior approval from Westfield
- Publishing comments, opinions or statements that are likely to adversely affect Westfield's reputation or otherwise affect its ability to achieve its mandate
- Publishing comments, opinions or statements that are likely to interfere with employees' or students' rights

Note that publishing information on social networking that can only be accessed by a limited number of people is still "publishing" under this Policy.

### **Academic Integrity**

Academic integrity is being truthful in one's schooling. Cheating is usually defined as the act of practicing deceit or breaking the rules. In the context of assessment of learning (i.e. tests, exams, etc...), cheating is defined as the deviation from the behavior expected in an assessment of learning situation. Some examples are:

- copying another student's homework
- using another student's work on any assessment of learning
- bringing unauthorized notes or notations into an assessment of learning
- asking for or giving someone an answer during an assessment of learning
- unauthorized use of electronic media during an assessment of learning
- presenting assessment of learning that have been completed by someone else as one's own.

There are severe and potentially permanent consequences for a lack of academic integrity:

- loss of credibility (reputation);
- mark penalty up to 100% (awarded zero) on the assessment in question;
- other staff members are alerted;
- parents/guardians are informed.

### **Plagiarism**

Plagiarism is the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work (Growing Success, 2010, p.151). It can take many forms, including:

- submitting an assessment of learning written by someone else, e.g., buying an essay, downloading an essay, someone else completing the assessment of learning, copying or using work or homework done by another;
- piecing together material from one or several sources and adding only linking words or sentences;



- quoting or paraphrasing material without citing the source, including, books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs, and drawings in print or electronic form;
- copying and pasting from the internet or other electronic sites without citing the source;
- omitting quotation marks for direct quotations even if the sources have been cited.

There are severe and potentially permanent consequences for a lack of academic integrity:

- loss of credibility (reputation);
- mark penalty up to 100% (awarded zero) on the assessment in question;
- other staff members are alerted;
- parents/guardians are informed.
- Repeated infractions may result in loss of credit

### Late and Missed Assignments

One of the most crucial skills that educators are tasked to teach, is time management. Our staff will work with students to effectively plan and execute all products of learning so that students develop effective time management skills. If a student misses a deadline, a penalty of 5% per day will be deducted off of their assessment. Our goal is not to be punitive, but rather discourage students from avoiding their work and being inundated by subsequently assigned work. Should a student be able to provide a note from a medical practitioner excusing the missed deadline, the teacher will take this into consideration and decide if an extension will be granted without penalty until an agreed upon revised deadline. Late and missed assignments will be noted on the report card representing a student's development of learning skills and work habits. As per the Growing Success document, the penalties awarded for late assignments will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.

### SAFE SCHOOL POLICY

Westfield Secondary promotes responsibilities, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe and to feel safe in our school. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others and oneself.

**\*NOTE - This also applies to all government-related orders to the Covid-19 global pandemic. Westfield Secondary School has updated our safe school policies to include items on social distancing, use of masks and hand sanitizer, and self-reporting of symptoms of illness.**

### Guiding Principles

Students, parents or guardians, teachers and other staff members are expected to adhere to the Code of Conduct at Westfield Secondary School, whether they are on school property, on school buses or at school-authorized events or activities.

**\*NOTE - In addition, these policies are expected to be adhered to during online conference time with teachers, even if the student is at home.**

All members of the school community at Westfield Secondary School are to be treated with respect and dignity, especially persons in positions of authority. They are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is unacceptable.

The possession, use or threatened use of any object to injure another person is strictly forbidden and will result in immediate expulsion.

Westfield Secondary School has also adopted a zero-tolerance policy towards members of the school community who are in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

Insults, disrespect and other hurtful acts disrupt learning and teaching in a school community. At Westfield Secondary School, we all have a responsibility to maintain an environment where conflicts and differences can be addressed in a manner characterized by respect and civility.

## **Behaviour**

All members of the school community are expected to maintain the following standards of behaviour:

- respect and comply with all applicable federal, provincial and municipal laws;
- if a student is living with a host family, the student must respect and adhere to all reasonably established rules by the host family;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is a disagreement (disagreements are dealt with in a mature fashion through discussion and compromise);
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, gender, gender identity, family or marital status, sexual orientation, creed (faith), socio-economic status, same sex partnership status, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority (i.e. administration team, office staff, and teachers);
- display acceptable hall and classroom behavior;
- only smoke in designated smoking areas and only if the student is of age;
- respect the need of others to work in an environment of learning and teaching;
- follow the components of Westfield's Safe School Policy.

Threats, remarks, abuse, or harassment, by any individual which impairs the health and welfare of any student or staff member, are not permitted and are to be reported to the principal immediately. Refractory behavior will result in documentation placed in the student's record and may remain in place as part of the permanent file. Failure to comply with any or all of these expectations may include suspension from school and/or be grounds for dismissal.

## **Bullying, Cyberbullying, or Intimidation**

Westfield Secondary School will not tolerate any form of physical, sexual, emotional, verbal, psychological abuse nor any form of neglect or harassment whether in person or through any use of technology.

Cyberbullying is misconduct carried out over the internet and may be subject to school discipline whether carried out at school, at home, or elsewhere if it affects the school climate.

A student found in the company of a student or group of students who engaged in an illegal act may be subject to the same civil, criminal and school consequences.

In the case that a student finds him/herself being bullied, s/he is encouraged to speak to his/her parents, or the guidance counsellor, or the principal. It is to the discretion of the principal if local authorities are contacted, particularly when there is severe violence or threat of harm.

## MATRICULATION & ACADEMIC REQUIREMENTS

### Ontario Secondary School Diploma (OSSD) Requirements

To obtain an OSSD, a student must earn a total of 30 credits, 18 of which are compulsory:

- 4 credits in English (1 credit per grade)\*
- 1 credit in French as a second language
- 3 credits in mathematics (at least one in Gr. 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- .5 credits in civics
- .5 credits in career studies

Plus one credit from each of the following groups:

**Group 1:** additional credit in English, or French as a second language\*\*, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or co-operative education.\*\*\*

**Group 2:** additional credit in health and physical education, or the arts, or business studies, or French as a second language,\*\* or cooperative education.\*\*\*

**Group 3:** additional credit in science (Grade 11 or 12), or technological education, or French as a second language,\*\* or computer studies, or cooperative education.\*\*\*

In addition, students must complete:

- **12 optional credits;**
- **complete 40 hours of community involvement activities;**
- **successfully complete the provincial secondary school literacy requirement.**
- **\*Westfield Secondary School will adhere to all Ministry of Education orders, including the 2020 regulation to reduce or alter graduation requirements, including waiver of the Literacy Requirement and reduction of required community involvement hours from 40 to 20 for graduating students.**

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

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

\*\*\*A maximum of 2 credits in cooperative education can count as compulsory credits. The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

### Ontario Secondary School Certificate (OSSC) Requirements

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma and who have earned a minimum of 14 credits, 7 of which satisfy the compulsory credit requirements. Westfield does not grant the OSSC.

<b>Compulsory credits (total of 7)</b>	<b>Optional credits (total of 7)</b>
2 credits in English	7 credits selected by the student from available courses
1 credit in Canadian geography or history	
1 credit in mathematics	
1 credit in science	
1 credit in health and physical education	
1 credit in the arts or technological education	

### Ontario Certificate of Accomplishment Requirements

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements. Westfield does not issue a Certificate of Accomplishment.

### ESL Placement Procedures

According to the English Language Learners ESL and ELD Programs and Services document (2007), Westfield Secondary School will consider the educational background of all English language learners in determining their placement using English and mathematical diagnostic tests. Further, the number of credits that may be granted for prior learning using the PLAR

process outlined in this document that is in accordance with Ministry policy, will be afforded to each English language learner. Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision, and the rationale for the placement, to the student and parents. The document will be kept on file within the student's OSR.

## **The Ontario Secondary School Literacy Test (OSSLT)**

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The results will highlight specific areas in which these latter students need remediation.

The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, typically in the spring. Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the principal. Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

Students who are English language learners may be entitled to special provisions such as more time for completion. For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test. A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time the test is administered.

**\*NOTE - In the 2020-2021 school year, Westfield Secondary School will closely follow Ministry of Education recommendations regarding the potential for the OSSLT to be canceled or altered in 2021. Should this occur, Westfield will take all necessary steps to inform students in advance, and adhere to all Ontario Ministry of Education orders.**

## **Deferrals of the Test**

Deferrals are intended for students who have not yet acquired a level of proficiency in English to successfully complete the test. The principal in consultation with the teaching staff will decide in January which students will benefit from a deferral. Such students could include some students who have been identified as exceptional; students who are registered in English as a second language/English literacy development (ESL/ELD) courses; and students who were not successful in acquiring the reading and writing skills appropriate to Grade 9. Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances. Documentation must be submitted to the principal of the school in such cases.

## Procedure for Offering the Ontario Secondary School Literacy Course (OSSLC)

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12. Students who pass the course are considered to have met the literacy graduation requirement. The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT. If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enrol in the OSSLC. Principals have the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enrol directly in the OSSLC.

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning assessment and Recognition policy. For students with special education needs, accommodations specified in the student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted.

**\*NOTE - In the 2020-2021 school year, Westfield Secondary School will closely follow Ministry of Education recommendations regarding the potential for the OSSLC requirements to be canceled or altered in 2021. Should this occur, Westfield will take all necessary steps to inform students in advance, and adhere to all Ontario Ministry of Education orders.**

## Community Involvement

Westfield is responsible for the implementation of community involvement activities. Each student in the Program is responsible for finding and completing 10 hours of volunteer work for each year of schooling in Canada. Westfield will not be involved in finding volunteer placements for students or monitoring students while they are completing their volunteer work. Students will be advised as to the requirements and procedures for completing the 10+ hours of community involvement by the guidance department that will also be able to provide the appropriate forms. Once a suitable activity and location has been chosen, the student must obtain the principal's approval before commencing their placement.

Listed below are both eligible activities as outlined by Westfield and ineligible that have been definitively defined by the Ministry of Education.

**\*NOTE - In the 2020-2021 school year, Westfield Secondary School will closely follow Ministry of Education recommendations regarding the potential for community involvement requirements to be reduced to 20 hours. Should this occur, Westfield will take**

**all necessary steps to inform students in advance, and adhere to all Ontario Ministry of Education orders.**

**\*NOTE - In the 2020-2021 school year, Westfield Secondary School will closely follow Ministry of Education recommendations regarding any changes to the eligible and ineligible community activities list as a result of the COVID-19 pandemic. Should this occur, Westfield will take all necessary steps to inform students in advance, and adhere to all Ontario Ministry of Education orders.**

## **Eligible Community Activities**

Eligible activities are those activities that provide services to improve the community or well-being of its members and may be performed for not-for-profit organizations. If an activity does not fall within the categories approved by Westfield Secondary School, and is not on the list of ineligible activities, students must obtain written approval from the principal before beginning the activity.

### **Elementary Schools**

- assist with school events, assist School Councils, activities for children;

### **Secondary Schools**

- organization and leadership of school activities that benefit the community;

### **Animal Care**

- volunteering in a zoo, animal shelter, or on a farm;

### **Arts and Culture**

- volunteering in galleries, libraries, community productions;

### **Charitable Organizations**

- assisting with special events, programs, clerical tasks;

### **Child/Youth Programs**

- assisting with child/youth programs, volunteering in a **not-for-profit** child care centre or camp;

### **Community Organizations**

- assisting with special events, food banks, community support services, shelters, clerical tasks;

### **Community Service for Individuals**

- assisting community members in need;

### **Environmental Projects**

- flower/tree planting, beautification projects, recycling projects, recycling depot;

### **Health Agencies**



- volunteering in hospitals, hospices, Canadian Blood Services (volunteering to organize or assist with a blood donor clinic), donating blood (time required to donate);

### **Law Enforcement Agencies**

- volunteering for activities sponsored by the police;

### **Political Organizations**

- activities related to legitimate and recognized political organizations, municipal, provincial and federal political activities except for trustees associated with boards of education;

### **Religious Organizations**

- assisting with programs, special events;

### **Senior Citizens**

- assisting in seniors' residences, providing services for seniors in the community;

### **Sports and Recreation**

- coaching, organizing special events, assisting with projects/events; or

### **Service Focused Club Activities**

- those activities that expand community service to others beyond the school day (holiday dinner participation, environmental action activities, etc.).

If an eligible activity also falls within the definition of ineligible activities, the activity will be deemed ineligible. Activities at for-profit organizations, such as private camps, child care centres, or farms will not be eligible.

## **Ministry of Education List of Ineligible Activities**

The Ministry of Education has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g. cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during a student's lunch break or "spare" period is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other person;

- involves handling of substances classed as “designated substances” under the Occupation Health and Safety Act;
- requires the knowledge of a trades-person whose trade is regulated by the provincial government;
- involves banking or handling of securities, or the handling of jewelry, works of art, antiques or other valuables;
- consists of duties normally performed in the home (i.e. daily chores), or personal recreational activities;
- involves activities for a court-ordered program (e.g. community-service program for young offenders, probationary program).

### **Prerequisites**

For some courses, the Ontario Ministry of Education requires students to successfully complete a preceding lower level course. The Principal may allow a prerequisite to be waived once a written request has been received and there is sufficient evidence to suggest s/he has the skills necessary for success in the desired course. Parent(s), the student, and the appropriate school staff may be consulted before a decision is made. Approval forms will be kept on file within the student’s OSR.

### **Substitutions for Compulsory Courses**

Substitutions may be made for a limited number of compulsory credits, from the remaining courses that meet the compulsory credit requirements that are offered by the school. To meet individual students' needs, the principal may replace up to three compulsory courses (or the equivalent in half courses). A maximum of one credit earned for a learning strategies course may be used through substitution to meet a compulsory credit requirement. Each substitution will be noted on the student's Ontario Student Transcript. Co-operative Education credits may not be used as a substitute for compulsory credits. Approval forms will be kept on file within the student’s OSR.

### **Equivalency Policy**

For regular day school students who are transferring from home schooling, a non- inspected private school, or a school outside Ontario, the principal will grant equivalency credits for placement purposes through the Prior Learning Assessment and Recognition (PLAR) process, based on their evaluation of the students previous learning (see section 7.2.5.1 OS K-12). Equivalency credits will be recorded on the students Ontario Student Transcript. (For information about determining equivalency credits for mature students, see section 7.2.5.2, “Prior Learning Assessment and Recognition [PLAR] for Mature Students.”)

The principal will use the following table as a guide to determine the number of credits and additional graduation requirements that a student must complete to qualify for the Ontario Secondary School Diploma (OSSD) under OS K-12.

Requirements to qualify for the OSSD, Where Student has normally completed:	Grade 9	Grade 10	Grade 11	More than Grade 11
Number of years successfully completed in a secondary school program	1	2	3	more than 3
Minimum number of credits, in total, still to be earned towards the OSSD	22	14	7	4
Minimum number of compulsory credits still to be earned and requirements to be met:				
• English	3	2	1	1 <sup>a</sup>
• mathematics	2	1	0	0
• science	1	0	0	0
Literacy graduation requirement	Required	Required	Required	Required
Community	40 hours	–	–	–

a. The compulsory English credit for Grade 12 is required if its equivalent has not already been earned.

b. The principal will determine the number of hours of community involvement required for students who have successfully completed two or more years in a secondary school program.

In addition to the requirements identified above, the principal will ensure that the following requirements are met:

◆ A student who has no previous Ontario credits but who has successfully completed more than three years of secondary school is required to earn a minimum of four credits in Grade 11 or Grade 12 courses before being recommended for the OSSD under OS K-12

◆ A student who has successfully completed more than three years of secondary school education, has previously earned at least three Ontario credits, and has returned to the Ontario educational system may qualify for the OSSD under OS K-12 by completing a minimum of one Grade 11 or Grade 12 credit.

Note: Westfield Secondary School does not offer PLAR for challenge. Should extenuating circumstances present themselves, the student may present his/her case to the principal for consideration.

**Factors the principal will consider when making a decision for the PLAR:**

1. Even though a student may identify themselves as English speakers, their understanding and production of standard English may be affected by the way English is used in their own language communities. As a result, students may not have the English language proficiency to successfully take courses at their grade level regardless whether they satisfy the equivalency. For example, a student having completed grade 10 in their home country may receive up to 16 equivalencies and satisfy the pre-requisites for many grade 11 courses. However, the principal may advise and/or place the student in courses that best suits his/her academic and language development to be successful at higher level courses, and therefore, may not grant certain equivalencies (i.e. English courses taken in the student's home country).

After appropriate assessment, the principal, in consultation with staff, will give the student and parents his/her professional opinion and rationale for suitable placement. An Academic Educational Plan, beginning from the time of entrance through to graduation, will also be constructed and provided to both the students and parents.

2. The principal will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning and the number of compulsory and optional credits still to be earned.

**Note:** Ontario Secondary School Diploma requirements apply to all students who do not have credits who enter or are placed in Grade 11 in 2001 and Grade 12 in 2002, as well as to those who entered or were placed in Grade 9 in 1999 and Grade 10 in 2000.

## Definition of a Credit

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. A half credit may be granted for each 55-hour part of a 110-hour ministry developed course. Credits are granted to students by the principal of a secondary school on behalf of the Minister of Education.

## Course Types

Westfield may offer three types of Grade 9/10 courses, based upon demand: Academic, Applied, and Open.

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

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

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

## Grade 8 Students - "Reach-Ahead" Program

*Reach-Ahead Opportunities for Grade 8 Elementary School Students:*

Here at Westfield Secondary School, under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of Westfield to "reach ahead" to take secondary school courses, either during the school year or in the summer prior to entering Grade 9. Westfield Secondary School will decide, on a case-by-case basis, whether "reaching ahead" to take a secondary school course is in the best interest of the student. Students are typically eligible for Reach Ahead during the Grade 8 school year or the summer before Grade 9, as outlined in the [Ontario Schools: Policy and Program Requirements](#) section 2.5.2.1. Those wishing to participate in the Westfield Secondary School Reach Ahead program may apply through our website or through our recruitment department. Approval from the Principal of Westfield Secondary School must be received prior to registration.

## Grade 11 and 12 Courses

Westfield may offer five types of Grade 11/12 courses, based upon demand: College preparation, University preparation, University/college preparation, Workplace preparation, and Open.

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

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

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

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

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

## The Course Coding System

Each course is assigned a five-character code by the Ministry of Education.

Code Characters	Explanation	Example - ENG2D
1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup>	Subject discipline of the course in letters	“ENG” represents English
4 <sup>th</sup>	Grade level as a number: 1--Grade 9 2--Grade 10 3--Grade 11 4--Grade 12	2 .....Grade 10
5 <sup>th</sup>	Type of course as a letter: D....Academic O....Open M....University/College U.... University C.... College	D .....Academic

In the case of ESL/ELD, and classical/international language courses, the 4<sup>th</sup> character (A, B, C, D, E) refers to a level of proficiency.

## Courses of Study

Copies of course outlines are available upon request. Course offerings are subject to sufficient enrollment. Other courses may be available upon request.

Ontario policy curriculum documents in each subject area are available through the Ministry of Education website at [www.edu.gov.on.ca/](http://www.edu.gov.on.ca/).

## Access to Outlines of the Courses of Study

The principal of Westfield Secondary School will retain on file up-to-date copies of the outlines of all of the courses of study for courses offered at the school. These course outlines will be available at the school for parents and students to examine.

## Changing Courses

Students who wish to change courses after the semester has begun may only do so with permission from the subject teacher and principal. The requests must occur before five class periods have passed.

## Changing Course Types

A student may enroll in a different type of course in a given subject in Grade 10 than the type s/he completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. Mathematics is exceptional. The sole prerequisite for Grade 10 academic mathematics is Grade 9 academic mathematics, or the designated transfer course. In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken the prerequisite. If the student has not done so, s/he may take a prerequisite through summer school, night school, e-learning, an Independent Learning Centre, or independent study. If the principal believes that a student can be successful in a particular course without having the prerequisite, the principal may waive the prerequisite.

## Access to Ontario Curriculum Policy Document

An appointment should be made with the principal for information to gain access to Ontario curriculum policy documents or visit

[http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2016e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf)

## ASSESSMENT, EVALUATION, & REPORTING

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

- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010
- Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016
- Subject specific Ministry curriculum documents

Assessment is based on, but not limited to, a combination of class work, regular class tests, assignments, and examinations. Examinations are written at the end of each semester and is the final evaluation for all courses comprising 30% of the total grade. The remaining 70% is for assessment OF learning and evaluations conducted throughout the course.

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

The achievement chart includes the following four categories:

- **Knowledge and Understanding:** Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
- **Thinking:** The use of critical and creative thinking skills and/or processes
- **Communication:** The conveying of meaning through various forms
- **Application:** The use of knowledge and skills to make connections within and between various contexts (Growing Success, 2010)

The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

## Achievement Levels

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

## Final Course Grade for Grades 9 - 12

A final grade is determined as follows:

- 70% of the grade is based on assessments of learning conducted throughout the course (conversation- observation- or product-based - the most recent and consistent assessments will be used for the final evaluation.);
- 30% of the grade is based on a final assessment of learning that must be completed towards the end of the course. It will be consistent with the assessment experienced throughout the course.

## Report Cards

Westfield will issue three reports during each semester: a progress report, mid-term report, and final report card. Copies of the reports are retained in the Ontario Student Record (OSR) folder and the originals are given to the students. We believe that reports are not the sole means of alerting parents to concerns about a student's performance or behavior. Teachers are encouraged to contact parents directly, or, with the assistance of the principal and office staff, and regularly.

The progress report will indicate the number of absences the student has accumulated in each course. The teacher for each subject will provide anecdotal comments as to the student's strengths, opportunities, and next steps as well as report the student's achievement of the learning skills and work habits.

The mid-term and final report card will reflect the student's achievement of the curriculum expectations through the designated course as well as their development of the learning skills and work habits. The final report card will include the achievement recorded on the mid-term report and will reflect the result of the final examination in the grade.



## Ontario Student Record (OSR)

An Ontario Student Record (OSR) file is maintained for each student. This record is a basic element in the process of monitoring a student's progress through school. Once a student's progress and achievement have been measured and evaluated, they are recorded in the OSR. Other data recorded include date of birth, Social Insurance Number, Ontario Education Number (OEN), schools attended, and names of parents/guardians. In addition to the principal, teachers, and guidance department, a student and his/her parents/guardian may have access to the student's OSR.

Information from an OSR may be used to assist in the preparation of a report required under the Education Act or the regulations made under it. Information from an OSR may also be used in the preparation of a report for an application for further education or an application for employment, if a written request for such a report is made by an adult student, a former student, or the parent(s) of a student. The OSR's will be stored in a secured room and locked filing cabinet within the school's premises and reviewed on a regular basis to ensure that they remain conducive to the improvement of the instruction of the student. Reviews will typically occur during the insertion of the final report card in the first and second semesters.

Any personal information placed in an OSR will be retained for at least one year after use, unless the principal receives written consent to its earlier disposal. Report Cards, the documentation file, and any additional information that is identified by Westfield as appropriate for retention will be retained for 5 years after a student retires from school. The OSR folder, the OST, and the office index card will be retained for 55 years after a student retires from school. A student retires from school when he or she ceases to be enrolled at Westfield Secondary School. A student is not considered to have retired if he or she (a) withdraws for a temporary period with the written consent of the principal, or (b) transfers to another school in Ontario. The destruction of all or any part of the OSR when its retention is no longer required will occur under conditions that ensure the complete and confidential disposal of the record using the latest in machine shredding technology.

In the situation that a parent/guardian has an issue with any information residing in the OSR, s/he must contact the principal in writing and state reasons as to why the information should be excluded. The principal will take this into consideration. If the principal disagrees, the parent/guardian will have the option to contact the school's administration and request a meeting. The decision made here will be final.

The transfer of the OSR means the transfer of all parts of the OSR other than the office index card. When a student transfers to another school in Ontario, the receiving school will be sent written notification of the student's transfer indicating that the student's OSR will be sent upon receipt of an official written request. Should a student transfer to a school outside of Ontario, only a copy of the OSR may be sent upon receipt of an official written request from the receiving school. When an OSR or its copy is to be transferred, it will be sent by Priority Post or an equivalent delivery method that maintains confidentiality and guarantees prompt delivery.

## **Ontario Student Transcripts (OST)**

The Ontario Student Transcript (OST) provides an official and consistent summary of student achievement in Ontario secondary school credit courses. As required by the Ministry of Education, detailed records of students' results are kept and full disclosure of all courses attempted in grades 11 and 12 will be reported on all Ontario Student Transcripts. The OST is available to students and parents/guardians (if the student is under 18), upon request.

After the student leaves school, the OST will be kept on file and a copy will be provided to the student upon graduation or leaving school. The record is maintained in case s/he ever needs an official report of marks, such as might be required by a college, university or employer. Marks will not be released by the school without the permission of the student or of a parent/guardian if the student is under 18 years of age.

## **Full Disclosure**

The following procedures will be used upon withdrawal from a course and repetition of a course.

### **Grade 9 and 10**

Withdrawals from Grade 9 and 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

### **Grades 11 and 12**

All courses taken by the student at the Grade 11 and 12 levels, whether successfully completed or not, are recorded on the transcript. If a student withdraws from a course within five school days after receiving the first report card, the withdrawal will not be recorded. The OST will record a student's mark in a Grade 11 or 12 course dropped after this time. A withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The Student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

### **Repetition of a Course**

Students who repeat a Grade 11 or 12 course will only earn one credit for the course. However, each attempt as well as the percentage grade obtained is recorded on the OST, and an 'R' is entered in the "Credit" column for the course(s) with the lower percentage grade.

## **Exam Procedures**

**Arrival:** Students are expected to arrive at a minimum 10 minutes before their exam. All students must wait in the lobby area until escorted inside the testing centre by a teacher.

**Absence:** Students missing an examination due to illness, bereavement or a court appearance must notify the school immediately: 905-707-9998. Students must provide verification by the appropriate authority (i.e. illness requires a doctor's note). Failure to produce a suitable

certificate may result in a mark of zero. The school may verify information on medical certificates and statements. Students may be required to write the missed exam at a later date to be determined by the principal in consultation with the subject teacher.

Vacation time, employment and appointments must not be planned during the scheduled exam period. All exams must be written at the scheduled time and place.

Lates: Students who are late to an exam must report directly to the exam room and will be given only the time remaining on the examination in progress. Students who arrive after an examination is completed will NOT be permitted to write the examination and a mark of “0” will be assigned.

Further details will be provided to all students prior to the allotted examination days.

## **SUPPORTS & RESOURCES**

Westfield Secondary School supports and services are provided by its teachers, principal, and support staff. Support is widely available for course choices, study skills, career options, OUAC applications, preparation for provincial and other standard assessments.

All new English language learners are guided through an English language assessment to determine proper placement for their English and/or ESL courses.

### **English Language Learners Support**

Learning opportunities to enable English language learners to develop proficiency in English are to be integrated into the curriculum in all subject areas. All teachers share in the responsibility for the English language development of these students. Teachers must adapt the instructional program to address students’ different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment. Appropriate adaptations include both modifications (see section 3.1.2) and accommodations such as specific teaching strategies. At the secondary level, English language learners may also need to take English as a second language (ESL) and/or English literacy development (ELD) courses.

### **The Guidance Program**

Guidance is a vital and integral part of the high school program at Westfield. The school provides the following services:

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

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

### **Parent's Responsibilities**

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

### **Community Resources/Resource Centre/Library**

Students are referred to the local community public library and community resources/services. Westfield does not have a computer lab. Students may use their own laptops according to the Acceptable Use policy.

### **Interventions**

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

## **WESTFIELD SECONDARY SCHOOL'S ACADEMIC SCHEDULE**

The following courses, subject to sufficient enrollment, may be offered at Westfield Secondary School. Copies of the course outlines are available upon request. For further reading, Ontario policy curriculum documents in each subject area are available through the Ministry of Education website at [www.edu.gov.on.ca/](http://www.edu.gov.on.ca/). The descriptions of Westfield's course offerings, including prerequisites and/or co-requisites are listed below. Students are encouraged to consult with the guidance counsellor for assistance in navigating the course selection process.

### **Arts:**

#### **Drama, Grade 10, Open (ADA20)**

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

**Prerequisite:** None

### **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

### **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:** ADA3M, Drama, Grade 11, University / College Preparation

### **Media Arts, Grade 10, Open (ASM2O)**

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

**Prerequisite:** None

### **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:** ASM2O, Media Arts, Grade 10, Open

### **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:** ASM3M, Media Arts, Grade 11, University/College

### **Visual Arts, Grade 10, Open (AVI10)**

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

### **Visual Arts, Grade 10, Open (AVI20)**

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

### **Visual Arts, Grade 11 University/College Preparation (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

### **Visual Arts, Grade 12 University/College Preparation (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

### **Music, Grade 10, Open (AMU20)**

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

**Prerequisite:** None

### **Guitar, Grade 10, Open (AMG20)**

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

**Prerequisite:** None

### **Guitar, Grade 11, University/College Preparation (AMG3M)**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

**Prerequisite:** AMG20

### **Guitar, Grade 12, University/College Preparation (AMG4M)**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

**Prerequisite:** AMG3M, AMI3M, AMS3M or AMU3MV

### **Photography, Grade 10, Open (AWQ20)**

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Students will explore these expectations through the medium of fine art photography, and will be creating a series of projects that integrate many types of media and ideas.

**Prerequisite:** None

\*\*\*add guitar

## **Business:**

### **Introduction to Business, Grade 9, Open (BBI10)**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social

responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

**Prerequisite:** None

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

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

**Prerequisite:** None

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

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

**Prerequisite:** None

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

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

**Prerequisite:** Financial Accounting Fundamentals, Grade 11, University/College Preparation

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

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

**Prerequisite:** None



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

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

**Prerequisite:** None

## **Canadian and World Studies:**

### **Issues in Canadian Geography, Grade 9, Academic (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

### **Canadian History since World War I, Grade 10 Academic (CHC2D)**

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

**Prerequisite:** None

### **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

### **The Environment and Resource Management, Grade 12, University/College (CGR4M)**

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

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

### **The Individual and the Economy, Grade 11, University/College (CIE3M)**

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

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

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

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

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

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

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

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

### **Canadian and International Law, Grade 12, University (CLN4U)**

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

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

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

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

**Prerequisite:** Any University or University/College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

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

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics including culture, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geo-technologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

**Prerequisite:** Any University or University/College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

## **Classical Studies and International Languages:**

### **International Languages, Level 2, University Preparation, Simplified Chinese (Mandarin)(LKBCU)**

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

**Prerequisite:** International Languages, Level 1, Academic

### **International Languages, Level 3, University Preparation, Simplified Chinese (Mandarin)(LKBDU)**

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

**Prerequisite:** International Languages, Level 2, University Preparation

## **Computer Studies:**

### **Introduction to Computer Science, Grade 10, Open (ICS20)**

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

### **Introduction to Computer Science, Grade 11 University Preparation (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

### **Computer Science, Grade 12 University Preparation (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 and computer science, and careers in the field.

**Prerequisite:** Introduction to Computer Science, Grade 11, University Preparation

### **English:**

#### **English, Grade 9 Academic (ENG1D)**

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 Academic (ENG2D)**

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

**Prerequisite:** English, Grade 9, Academic or Applied

#### **English, Grade 11 University Preparation (ENG3U)**

This course emphasizes the development of literacy, communication and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures; as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating

stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

**Prerequisite:** English, Grade 10 Academic, ENG2D

### **English, Grade 12 University Preparation (ENG4U)**

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

**Prerequisite:** English, Grade 11, University Preparation ENG3U

### **Presentation and Speaking Skills, Grade 11, Open (EPS30)**

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

**Prerequisite:** None

### **Ontario Secondary School Literacy Course, Grade 12 (OLC40)**

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

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

### **English as a Second Language and English Literacy Development:**

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

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

**Prerequisite:** None

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

This course extends students' listening, speaking, reading, and writing skills in English for every day 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

### **English as a Second Language 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

### **English as a Second Language 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

### **English as a Second Language 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

## **Guidance and Career Education:**

### **Career Studies, Grade 10, Open (GLC20)**

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

**Prerequisite:** None

### **Learning Strategies 1: Skills for Success in Secondary School, (GLE20) Grade 10, Open**

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:** Recommendation of principal

## **Health and Physical Education:**

### **Healthy Active Living Education, Grade 9, Open (PPL10)**

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

**Prerequisite:** None



## **Healthy Active Living Education, Grade 11, Open (PPL30)**

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. The possible focus courses for Grade 11, along with their corresponding course codes, are as follows:

- Healthy Living and Personal and Fitness Activities – PAF30
- Healthy Living and Large-Group Activities – PAL30
- Healthy Living and Individual and Small-Group Activities – PAI30
- Healthy Living and Aquatic Activities – PAQ30
- Healthy Living and Rhythm and Movement Activities – PAR30
- Healthy Living and Outdoor Activities – PAD30

**Prerequisite:** None

## **Introductory Kinesiology, Grade 12, University (PSK4U)**

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

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

## **Interdisciplinary Studies:**

### **Interdisciplinary Studies, Grade 12, University Preparation (IDC4U)**

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

**Prerequisites:** for IDC4U, any university or university/college preparation course.

## **Mathematics:**

### **Principles of Mathematics, Grade 9, Academic (MPM1D)**

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

### **Principles of Mathematics, Grade 10, Academic (MPM2D)**

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

**Prerequisite:** Grade 9 Mathematics, Academic (MPM1D)

### **Foundations of Mathematic, Grade 10, Applied (MFM2P)**

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** Grade 9 Mathematics, Academic (MPM1D) or Applied (MFM1P)

### **Grade 11 Functions (MCF3M)**

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

**Prerequisite:** Grade 10 Principles of Mathematics, Academic, or Foundations of Mathematics, Grade 10, Applied

### **Grade 11 Functions (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:** Grade 10 Principles of Mathematics, Academic (MPM2D)

### **Grade 12 Advanced Functions, University Preparation (MHF4U)**

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

**Prerequisite:** Grade 11 Functions, University Preparation (MCR3U)

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

This course builds on students' previous experience with functions and their developing understanding 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 modeling 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:** Grade 12 Advanced Functions, University must be taken prior to or concurrently with Calculus and Vectors (MCV4U)

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

### **Science:**

### **Science, Grade 9, Academic (SNC1D)**

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 conduct 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

### **Grade 10 Science, 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:** Science, Grade 9, Academic or Applied

### **Grade 11 Physics, University Preparation (SPH3U)**

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

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

### **Grade 12 Physics, University Preparation (SPH4U)**

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

**Prerequisite:** Physics, Grade 11, University Preparation SPH3U

### **Grade 11 Chemistry, University Preparation (SPH3U)**

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:** Science, Grade 10, Academic

### **Grade 12, Chemistry, University Preparation (SCH4U)**

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

**Prerequisite:** Chemistry, Grade 11, University Preparation SCH3U

### **Grade 11, Biology, University Preparation (SBI3U)**

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

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

### **Grade 12, Biology, University Preparation (SBI4U)**

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

**Prerequisite:** Biology, Grade 11, University Preparation SBI3U

## **Social Science and Humanities:**

### **Grade 11 Gender Studies, University/College Preparation (HSG3M)**

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

**Prerequisite:** None

## **Grade 11 Introduction to Psychology, Sociology, and Anthropology, University/College Preparation (HSP3U)**

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

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

## **Nutrition and Health, Grade 12, University (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

## **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 university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

## **Challenge and Change in Society, Grade 12, University (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 analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

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

### **World Cultures, Grade 12, University/College (HSC4M)**

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

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

### **French:**

#### **French, Grade 9, Open (FSF10)**

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

**Prerequisite:** None

### **Technology:**

#### **Communications 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 technology fields.

**Prerequisite:** None

### **Communications Technology, Grade 12, University/College (TGJ4M)**

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

**Prerequisite:** Communications Technology, Grade 11, University/College Preparation

## **Experiential Learning Programs:**

### **Cooperative Education**

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

### **Job Shadowing**

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

## **Alternative Methods of Earning Credits:**

### **E-Learning**

The transformation of learning and teaching in physical and virtual environments that has been enabled by technology provides innovative opportunities that expand what, how, when, and



where students learn. E-learning includes the use of digital learning resources in a virtual classroom setting, where there is a distance between the e-learning teacher and the students and/or among students. Students at Westfield who choose to enrol in an online credit course must inform the guidance counsellor. Westfield will retain the OSR as the student's home school. It will be the student's responsibility to acquire the necessary documentation that will prove the successful completion of any or all online credit courses. The student's OST will not be updated without the appropriate documentation.

**\*NOTE - In the 2020-2021 school year, Westfield has made preparations to utilize E-learning, should the Ontario Ministry of Education issue an order to close. Until such time as it is safe to return to a normal school environment on a full-time basis, E-learning will be utilized to help further all student educational development.**

## Continuing Education

Continuing education supports learners of all ages by offering credit and non-credit learning opportunities outside the regular day school program and during the summer. These include:

- ◆ credit courses for adolescent and adult learners;
- ◆ international language programs for elementary school students (see section 2.5.3); Part Two: Secondary Schools 91
- ◆ remedial opportunities for students in Grades 7 and up to improve their literacy and mathematics skills;
- ◆ general-interest community programs and workshops for learners of all ages;
- ◆ literacy upgrading programs for adults offered by the Ministry of Training, Colleges and Universities;
- ◆ English as a second language / French as a second language programs for adults offered by the Ministry of Citizenship and Immigration.

A statement of the student's achievement in all credit courses delivered through continuing education will be issued to the student by the principal of the continuing education school. The student's achievement will also be reported to the principal of the school that holds the student's Ontario Student Record for recording on the Ontario Student Transcript (see section 4.1.2).

## Independent Study

Independent study is an arrangement by which a student is excused from attending some or all classes in a course in order to study independently but under the supervision of a teacher. Courses delivered through the Independent Learning Centre (see section 10.5) may form part of independent study. There is no restriction on the number of periods that a teacher may allow for independent study within any given course. The teacher of the course is responsible for assigning components of the course, suggesting available resources, evaluating the achievement of the student, and ensuring that the total work involved is equivalent to that expected in the time scheduled for the course. Students are expected to demonstrate achievement of the overall curriculum expectations of the course. The principal will record the student's achievement on the Ontario Student Transcript.

## **Part-time Students**

Westfield is please to help students achieve additional credit courses towards their OSSD in addition to those taken at the home school. Should a student enrol in part-time studies, Westfield will inform the home school with a written notification. Upon successful completion of the course, a student will receive a transcript from Westfield indicating all coursework in accordance to the full disclosure policy outlined in this document. The student, or his/her parent/guardian must provide written consent for Westfield to submit the transcript to the home school.