



Maple Leaf  
International  
School

# Secondary School Programme Course Calendar 2008-2009

[www.mapleleaf-school.com/programmes/secondary](http://www.mapleleaf-school.com/programmes/secondary)

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## **SCHOOL CONTACTS**

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VICE PRINCIPAL (ELEMENTARY)	<a href="mailto:mapleleaf2@tstt.net.tt">mapleleaf2@tstt.net.tt</a>
GUIDANCE	<a href="mailto:mapleleafguidance@tstt.net.tt">mapleleafguidance@tstt.net.tt</a>
SUPPORT SERVICES	<a href="mailto:supportservices@mapleleaf-school.com">supportservices@mapleleaf-school.com</a>
MANAGER, ADMINISTRATION	<a href="mailto:mapleleafmanager@tstt.net.tt">mapleleafmanager@tstt.net.tt</a>
<b>WEBSITE</b>	<b><a href="http://www.mapleleaf-school.com">www.mapleleaf-school.com</a></b>

### *From the Principal's Desk*

The year 2008-2009 marks the 15<sup>th</sup> year of Maple Leaf International School in Trinidad and Tobago. In 1994 parents came together to start a Canadian School with a few students and a great interest in education. From humble beginnings, the school has grown to 600, serving students from junior kindergarten to secondary graduation levels. The Ontario Curriculum was adopted and, with that, MLIS became an accredited Ontario school, inspected annually by the Ministry of Education of Ontario, Canada. The school closely resembles those in Ontario, and the academic program is second to none.

The school is now spread over three campuses and is still growing, as the demand for this progressive education continues. The curriculum is broad in scope, allowing credits in the Visual Arts, Music (steel pan), Physical Education, various Mathematics and Sciences, Business, English, Guidance/Career Studies, Spanish, Social Studies, Communication Technology and Computer Science. Upon graduation students receive the Ontario Secondary School Diploma which is recognized by colleges and universities worldwide including those in the United States and United Kingdom.

The school provides excellent working conditions for both staff and students. The facilities are air conditioned, clean and spacious. Specialized rooms for computer science, chemistry, art and music are well used. The library collection is on-line, and is easily accessed by high speed internet. Resources are current and textbooks are those approved by the Ontario Ministry of Education. Eighty percent of the secondary staff consists of certified Ontario trained teachers who work with no more than 25 students per class. Our local elementary staff is well-trained to teach and support our younger students. The expectation levels for both learning and behaviour are high; learning and assessment are continuous, and our students are supported to meet these challenges.

As we enter the school year 2008-2009, we must thank all those parents who believed in the value of the Canadian system, the Ontario curriculum and in a better education for their children. We are grateful for the many teachers who have come and gone, supporting the students of Maple Leaf, and for those who today continue the programs and traditions of MLIS. Our Board of Directors supports the school and its operation with care and deliberation. The Parent-Teacher Association (PTA) supports the school through its many activities. Maple Leaf graduates have left with many fond memories, knowledge and skills to share, and were well prepared for the future. Please view our web page and add to our alumni lists. We are proudly tracking our graduates across the globe through countless universities, colleges and occupations, and hope to keep in touch with them through our page and Alumni Association for many years to come.

*Janet Pomeroy*

## INTRODUCTION

**Maple Leaf International School** opened on September 5, 1994, and offers a Canadian International Education Program in Port of Spain, Trinidad.

It follows the guidelines established by the Ontario Ministry of Education and offers courses leading to university and college entrance.

Each year a supervisory officer from the Ministry of Education on Ontario carries out a full inspection to ensure compliance with their policies and procedures. Maple Leaf International School is listed on their website ([www.edu.gov.on.ca](http://www.edu.gov.on.ca)) as an “Overseas School”. The professional staff is a balance of local teachers, primarily at the elementary level, and Ontario trained, experienced specialists at the secondary level. Maple Leaf promotes a learning culture that encourages the growth and development of all students. Our teachers provide a wide range of learning experiences that prepares students for entry into universities and colleges in Canada, Britain and the U.S.A.

Maple Leaf International School is a co-educational private school affiliated with the Ontario Ministry of Education for its elementary programs (Grades Kindergarten to Eight or ages 4 – 14 years). The program is based on the Ontario Ministry of Education’s Curriculum – Grade 1 – 8 and uses textbooks from the Trillium List of approved textbooks for use in elementary classrooms in Ontario.

The secondary school (Grades 9 – 12 or ages 14 – 18 years) is an inspected private school. The Ontario Ministry carries out the inspection once a year. The Program is based on Ministry documents: Ontario Secondary Schools Grades 9 to 12, Program and Diploma Requirements 1999; The Ontario Curriculum Grades 9 to 12 Program, Planning and Assessment 2000; Ontario Secondary Schools Grades 9 and 10, 11 and 12 appropriate Curriculum Documents 1999-2007. Textbooks are selected from the Trillium List of approved textbooks for use in Ontario secondary schools.

The school was established by a group of parents who wanted an alternative educational experience of the highest quality for their children in Trinidad. It approaches education in a child-centred, individualized manner with smaller class sizes and strong student-teacher interaction. This allows for students to take an active and more responsible role in the learning process and participate in any and all courses, as Maple Leaf provides an equal educational opportunity. Students are supported as they move through the program by guidance staff. Services include personal and career counselling as well as assistance in applying for university or college wherever the student may choose to study.

Maple Leaf International School has an extra curricular program that appeals to a broad range of student interest. The school strives to provide an educational environment that will truly prepare its students for a full and rewarding future.

The school functions with strong support from the parent community. It maintains effective communication between home and school throughout the academic year through the web page, monthly newsletters and parent-teacher association.

***School Motto:***

*“Life affords no greater responsibility, no greater privilege, than the raising of the next generation”.*

## **SECTION I**

### **STUDENT ACADEMIC RECORDS**

#### **ATTENDANCE POLICY**

Regular and punctual attendance is a key component of the learning process and for the evaluation of student achievement in all courses offered at MLIS. The Ontario Ministry of Education states in Ontario Secondary Schools Grade 9 to 12, section 6.4:

*“Regular attendance at school is critical for the student’s learning and achievement of course expectations”*

and it further states:

*“Where, in the principal’s judgement, a student’s frequent absences from school are jeopardizing his or her successful completion of a course, school staff should 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”.*

Parents are required to inform the school of the reason for the absences in writing or by telephone immediately on the return of the student to school. If at all possible, the school should be informed in advance. Parents should avoid planning holidays during school time and where possible, schedule appointments after school hours. Only legitimate reasons for being absent for a final evaluation, such as a death in the immediate family or serious illness verified by a physician, will be accepted.

#### **ONTARIO STUDENT RECORD (OSR)**

The Ontario Student Record (OSR) is the confidential record of a student’s educational progress through school. The collection of the information, which is authorized by the Education Act, is filed in the Guidance Office. All students, and the parents/guardians of students under the age of 18, have the opportunity to examine the OSR and to receive a copy of its contents. Appointments can be made for this purpose.

#### **THE ONTARIO STUDENT TRANSCRIPT (OST)**

The Ontario Student Transcript (OST) provides an official record:

- All grade 9 and 10 courses successfully completed by the student with percentage grades obtained and credits earned.
- All grade 11 and 12 courses completed or attempted by the student with percentage grades obtained and credits earned.
- Compulsory credits including credits that are substitutions for compulsory credits identified by the Ministry of Education as diploma requirements.
- Completion of the 40 hours of Community Involvement.
- Successful completion of the provincial Secondary School Literacy Test.

The Ontario Student Transcript is updated annually and is part of the Ontario Student Record (OSR).

Course Calendar 2008-2009

- Withdrawals and repeated courses from grade 9 and 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST for grade 9 and 10 students.
- If a student withdraws from a grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered or a non-semestered school, the withdrawal is not recorded on the OST. If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered or non-semestered school, the withdrawal is recorded on the OST entering a “W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.
- Students who repeat a Grade 11 or 12 course that they have previously completed successfully earn only 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.
- 

**A copy of the Transcript is provided with the report at the end of the school year.**

## CREDIT / COURSE / DIPLOMA INFORMATION

### CREDIT DEFINITION

A **credit** is granted when a course of at least 110 hours is completed successfully.  
 Note: All courses listed in this calendar have a 1.0 credit value unless otherwise indicated.

### COURSE TYPES

The secondary school program is a 4 year program (9-12)

<u>Two Divisions</u>	
<u>Intermediate 9-10</u>	<u>Senior (11-12)</u>
3 types of course	4 types of courses
Academic – university destination	U – level – university destination
Applied – college destination	M – level – university and/or college destination
Open – open access	C – level – college destination
	O – level – open access

\* if exit destination is other than institutions of higher learning in Ontario, Canada, thorough research for admission requirements is recommended as qualifying courses differ

- Copies of the transcript are available with written request.

### DIPLOMA REQUIREMENTS (ONTARIO SECONDARY SCHOOL DIPLOMA-O.S.S.D)

Total Credits minimum	30 Credits
Compulsory courses (or equivalent) required	18
Elective courses (or equivalent) required	12
Ontario Secondary Literacy Test – successful completion	
Community Involvement Hours required	40 hours

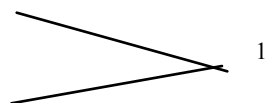
## DIPLOMA REQUIREMENTS

<b>COMPULSORY CREDITS</b>	<b>TOTAL REQUIRED</b>
	<b>18</b>
• English	4
• Mathematics	3
• Science	2
• Spanish	1
• Canadian History	1
• Canadian Geography	1
• The Arts	1
• Physical/Health Education	1
• Civics	0.5
• Career Studies	0.5

**ADDITIONAL COMPULSORY CREDITS - one from each of the following three (3) Groups:**

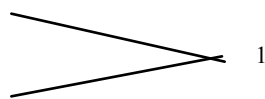
**Group 1**

- English
- Third Language
- Social Science and the Humanities
- Canadian and World Studies
- Learning Strategies
- Cooperative Education



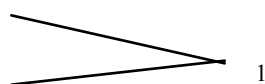
**Group 2**

- Physical and Health Education
- Arts
- Business Studies
- Cooperation Education



**Group 3**

- Science (Grade 11 or 12)
- Technological Studies
- Cooperative Education



**OPTIONAL CREDITS 12\***

\*SEE APPROPRIATE GRADE OPTION SHEET

**SUBSTITUTIONS FOR COMPULSORY COURSES**

In order to meet the needs of individual students, the Principal may replace up to three compulsory credit courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. The Principal will make the decision in consultation with the parent/guardian and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript.

**THE PROVINCIAL SECONDARY SCHOOL LITERACY TEST**

All students must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. Students will normally take the literacy test in March when they are in

Grade 10. The test will be based on the Ontario curriculum expectations for language and communication particularly reading and writing – up to and including Grade 9. However, students arriving after grade 10 are still required to write the literacy test and will be provided that opportunity in the second semester.

The test serves both to determine whether students have acquired the reading and writing skills considered essential for literacy and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation. Maple Leaf will make available remedial assistance for students who do not complete the test successfully. This assistance will be designed to help students improve their skills so that they are better prepared to retake the literacy test.

Accommodations: Accommodations will be made to ensure students with special learning needs have a fair and equal opportunity to successfully complete the literacy test. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered. Students requiring accommodation should identify themselves to the guidance counsellor upon entering Maple Leaf International School.

Deferrals: Students who might benefit from a deferral of the test may include students who have not yet acquired the level of proficiency in English required for successfully completing the test. If a parent requests a deferral, the school will determine whether or not a deferral should be granted and, if so, for what period of time. The school may also initiate consideration of a deferral in consultation with the parent.

## **COMMUNITY INVOLVEMENT REQUIREMENTS**

Every student must complete 40 hours of community involvement activities in order to receive a graduation diploma. Maple Leaf International School students are required to complete 10 hours per year of attendance. Students experience the satisfaction that comes from helping other people, and gain valuable experiences working with volunteer groups and learning about service to people and organizations. The community benefits from the interest and enthusiasm of young people and our students extend their skills beyond the classroom and even provide work experiences for their resumes.

Students are encouraged to select many different community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment and preparation. The safety of the student is paramount. Students are not paid for performing any community involvement activity.

The Community Involvement Passport and a list of eligible community involvement opportunities and organizations needing volunteers are available to students from Guidance.

Students must complete their community involvement activities while in grades 9 – 12. The community involvement is completed outside of classroom hours. Students may complete activities:

- during lunch breaks
- during the summer months
- in the evening
- on weekends
- during school holidays
- during a spare period

**Activities undertaken prior to the arrival in Grade 9 do not meet the requirements.**

## **ONTARIO SECONDARY SCHOOL CERTIFICATE**

A student who decides to leave school before earning the Ontario Secondary School Diploma will receive, on request, the Ontario Secondary School Certificate if a minimum of 14 credits are earned:

<b>Compulsory Courses</b>	<b>Credits:</b>			
English	2 credits	<b>Total</b>	<b>Compulsory Courses/Credit</b>	<b>6</b>
Mathematics	1 credit	<b>Elective Courses/Credits</b>		<b>8</b>
Science	1 credit			
Canadian History or Canadian Geography	— —		<b>TOTAL</b>	
	<b>14</b>			
Physical/Health Ed.	1 credit			

**NOTES**

1. Elective credits may be chosen from a broad range of options or may be chosen from the compulsory list.
2. Additional diploma requirements include successful completion of a literacy test and completion of community involvement requirements. (See page 6).

**THE CERTIFICATE OF ACCOMPLISHMENT**

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. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs, other kinds of training, or who plan to find employment after leaving school. Students who return to school to complete additional credit and non-credit courses will have their transcripts updated accordingly, but will not be issued a new Certificate of Accomplishment.

**STUDENT EVALUATION AND REPORTING**

A number of evaluation methods are used throughout our courses to provide an accurate reflection of the level of success of each student. The types are numerous and directly reflect the nature of the course being studied. Final evaluations are held twice yearly, at the end of each semester (in January and June). A student's final achievement mark in a course is based on term work and exam results. The proportion is determined by Ministry policy at 70% term work and 30% final evaluation. Students receive report cards at mid-semester in both semesters as an indication of progress to that point.

**REPORT CARDS**

*Four report cards will be issued to parents/guardians during the academic year:*

<b>Mid-semester:</b>	<b>November</b>	<b>Mid-semester II:</b>	<b>April</b>
<b>Semester I Final:</b>	<b>February</b>	<b>Semester II Final:</b>	<b>June</b>

Grading is based on the following scale:

80-100% (A)	honours	Level 4 exceeds Ministry expectations
70-79% (B)	very good	Level 3 meets Ministry Provincial Standards
60-69% (C)	satisfactory	Level 2 approaching Ministry Standards
50-59% (D)	poor	Level 1 limited grasp of Ministry Expectations
Under 50%	failures	

**Courses use the following evaluation schedule: 70% from term work, 30% from the final evaluation. The final evaluation may be an exam and/or culminating activity. Ontario schools do not use rank or grade point average.**

### **TRINIDAD - ONTARIO EDUCATIONAL EQUIVALENCY**

The following table can be used as an informal guide to compare placements in both systems. Other factors can be used in addition to these to place new students to Maple Leaf.

<u><i>The Trinidad Educational System</i></u>	<u><i>Maple Leaf International School</i></u>
<i>Form 1 completed</i> - - - - -	Grade Seven completed
<i>Form 2 completed</i> - - - - -	Grade Eight completed (preparation for Secondary school)
<i>Form 3 completed</i> - - - - -	Grade Nine completed (22 credits to be completed for OSSD)
<i>Form 4 completed</i> - - - - -	Grade Ten completed (14 credits to be completed for OSSD)
<i>Form 5 completed-</i> - - - - - <i>(credits to be completed for OSSD to determined).</i>	The number of credits determined on a one-to-one basis to a maximum of 23. Credit equivalencies will only be granted for six CXC passes (7 credits to be completed for OSSD)
<i>Form Lower 6 completed</i> - - - - - <i>3 subjects passed</i>	(minimum of 7 credits to be completed for OSSD)
<i>Form Upper 6 completed--</i> - - - - -	(minimum of 7 credits to
be completed for <i>3 or more Advanced level</i>	OSSD)

### **CURRICULUM DOCUMENTS**

The Curriculum Policy documents for all of the courses offered by the school are on the website of the Ministry of Education for Ontario: [www.edu.gov.on.ca](http://www.edu.gov.on.ca)

Outlines of each course taught at Maple Leaf are kept on file by the principal. These documents include the methods of assessment and evaluation of the students that will describe how they have met the expectations of each course. Parents may request a copy.

Students are given a course handout which includes the expectations for successful completion of each course.

### **ALTERNATE COURSE SOURCES - INDEPENDENT LEARNING CENTRE**

Students may receive permission from the Principal to study courses in a "correspondence" mode through the Ontario Ministry of Education. This would normally satisfy some particular interest in a course Maple Leaf does not offer which may be needed for post-secondary studies. There is a cost for course materials and courier services.

## **PRIOR LEARNING ASSESSMENT AND RECOGNITION**

Students who wish to challenge an existing course at Maple Leaf International School in the hope of earning a credit(s) towards their Ontario Secondary School Diploma may do so providing:

- The student (and parent, if the student is under the age of 18) initiates the challenge through the completion of the 'Application for Challenge for Credit for a Course' available in the Guidance Office;
- Upon review by appropriate school staff, evidence exists that leads the principal to believe that there is a reasonable opportunity for success;
- Maple Leaf International School can provide a qualified teacher to design and assess the work performed;
- The student or parent pay a TT\$600.00 assessment fee to cover the costs associated with the development and evaluation of the PLAR instruments.

Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline. Challenges may only occur for a credit at the grade 10, 11, and 12 levels. A student's level of achievement will be recorded as a percentage grade on the OST in the same way as achievement in other courses. These provisions are consistent with the Ministry document issued July 6, 2001.

## **COOPERATIVE EDUCATION PROGRAM**

A cooperative education course must be based on a related course (or courses) from an Ontario curriculum policy document or on a Ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future.

Cooperative education courses include a classroom component, comprising pre-placement and integration activities as well as a placement component. Students earn credits through cooperative education by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course.

Students apply to take a cooperative education course during the course selection process. A counselling and interviewing process, conducted by cooperative education teachers in collaboration with guidance counsellors and administrators, determines applicants' suitability for the program. Prior to their placements, students attend structured orientation sessions as part of the classroom component of the program.

In collaboration with students and subject teachers, cooperative education teachers prepare personalized placement learning plans that include a description of the curricular knowledge and skills and the employability skills that students will demonstrate at their placements. Cooperative education teachers also conduct placement learning assessments and evaluate their students' performance in pre-placement, placement, and reflective learning activities. Students share and analyse their placement experiences with their teachers and peers in structured integration sessions.

For further information on Cooperative Education, refer to the course description on page **24**.

## SECTION II

### POST-SECONDARY SCHOOL REQUIREMENTS

#### HIGHER LEARNING INSTITUTIONS EXPECTATIONS

The Maple Leaf International operational structure and program delivery is geared toward University/College admission in Ontario, Canada. The Ontario Secondary School Diploma (O.S.S.D.) is recognized worldwide and, to that end, Maple Leaf International works to prepare the graduates for a variety of destinations. The chart on page 19 helps explain the process.

#### GENERAL GUIDE FOR UNIVERSITY / COLLEGE ADMISSION

##### Ontario, Canada

When a student applies to an Ontario Community College and / or University, the marks are sent automatically from our school. All other applications are done independently so if transcripts are required, you must speak to Ms. Trotman, Guidance Administrative Assistant.

##### Ontario Community Colleges

Ontario Community Colleges have a large variety of excellent programs. They offer:

Certificate Programs – 1 year  
Diploma Programs – 2-3 years  
Applied Degrees – 4 years

For certificate and diploma programs the requirements are a minimum of:

Completion of the Ontario Secondary School Diploma (OSSD).  
Most programs also require a grade 12 English at the College or University level.

For more specific requirements you need to consult the individual college website.

[www.ontariocolleges.ca](http://www.ontariocolleges.ca)

##### Applied Degrees

The Ontario Ministry of College and Universities has given some colleges the ability to confer a university degree for some programs. These applied degrees have the same admission requirements as the Ontario Universities but you can apply to them with the on-line College Application Form. [www.osca.ca](http://www.osca.ca)

##### Ontario Transfer Guide

There are transfer agreements between many Ontario universities and colleges, where you may transfer programs from Ontario colleges to Ontario universities and vice versa.

The pathways described in this guide are provided for general information and planning. All pathways are limited to those students who have the prerequisites and attain the academic standing specified in the agreement.

Moreover, even if all prerequisites are met, admission to the destination program is not guaranteed; admission is generally on a competitive bases. Please contact the Admissions Office of the “receiving” institution/program that you are considering for more details and information about transfer opportunities. [www.ocutg.on.ca](http://www.ocutg.on.ca).

##### Ontario Universities

Ontario Universities require a minimum of six (6) Grade 12 University or University / College courses. These are courses that have a “U” or “M” as the 5<sup>th</sup> character in the course code. The universities will **not** accept College or Open courses for admission. These are courses that have “C” or “O” as the fifth character in the course codes.

Example:

ENG4U or HSB4M > accepted for admission  
PPL4O or ENG4C > not accepted for admission

Most university programs have specific course requirements. It is important that you research these requirements. ([www.electronicinfo.ca](http://www.electronicinfo.ca))

If the university asks for a Grade 12 course as a **prerequisite**, they will **not** accept you without it. However, if the university states that it is a **recommended** course they will still consider your application. You should be aware that, if you don't have a recommended course, the University may accept you into the program and require that you take that course in your first year.

## COURSE REQUIREMENTS SUMMARY

### UNIVERSITY

- Ontario Secondary School Diploma (OSSD)
- 6 grade 12 "U" and/or "M" levels  
Grade 12 "U" English plus 5 other
- Within the 5 remaining course for admission average, schools may demand specific program prerequisites and grade levels. Refer to: [www.electronicinfo.ca](http://www.electronicinfo.ca)

### COLLEGE

- Ontario Secondary School Diploma (OSSD)
- Courses for admission must **always** include grade 12 "U" or "C" level English.
- Admission requirements **may** include other courses

\*Admission requirements **may vary** from school to school and from program to program (consult school's website for accuracy)

**After option sheets have been returned, course changes may be made for the following school year up to the last day of April.** This is conditional on space being available in courses. **Limited course changes** will also be considered on days allocated at the start of the school year.

The course descriptions that follow in Section IV are arranged by program. They are provided for the guidance of students in selecting courses. Students are reminded to pay particular attention to the Ministry prerequisites and any recommended background for courses. Any questions should be directed to the guidance counsellors.

## MARK INTERPRETATION CHART

### HIGH SCHOOL CONVERSION CHART FOR UNIVERSITY/COLLEGE

The numeric marks for each course are converted to a grade point equivalent and letter grade using the following conversion chart.

Course Calendar 2008-2009

<b>Numeric Grade (MLIS)</b>	<b>US Grade Point Equivalent</b>	<b>CXC/GCE Equivalent</b>	<b>Letter Grade Equivalent</b>
<b>90-100</b>	<b>4</b>	<b>1</b>	<b>A+</b>
<b>85-89</b>	<b>4</b>	<b>1</b>	<b>A</b>
<b>80-84</b>	<b>4</b>	<b>1</b>	<b>A-</b>
<b>76-79</b>	<b>3</b>	<b>2</b>	<b>B+</b>
<b>75</b>	<b>3</b>	<b>2</b>	<b>B</b>
<b>70-74</b>	<b>3</b>	<b>2</b>	<b>B-</b>
<b>66-69</b>	<b>2</b>	<b>3</b>	<b>C+</b>
<b>65</b>	<b>2</b>	<b>3</b>	<b>C</b>
<b>60-64</b>	<b>2</b>	<b>3</b>	<b>C-</b>
<b>50-59</b>	<b>1</b>	<b>4</b>	<b>D</b>
<b>Below 50</b>	<b>0</b>	<b>5</b>	<b>Failure</b>

## SECTION III

### STUDENT SERVICES

#### GUIDANCE /COUNSELLING

The guidance and career education program is a vital and integral part of the secondary school program. Through the program, students will acquire the knowledge and skills that they need in order to learn effectively and to live and work cooperatively and productively with a wide range of people. They will also learn to set and pursue education and career goals, and to carry out their social responsibilities.

The program will be delivered through various means, including classroom instructions, orientation and exit programs, career exploration activities, and individual assistance and short-term counselling.

The goals of the guidance and career education program are outlined in the policy document entitled *Choices into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*.

As stated in this document, students are expected to:

- Understand the concepts related to lifelong learning interpersonal relationships (including responsible citizenship), and career planning.
- Develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals.
- Apply this learning in their daily lives both at school and in the community.

To help students achieve these goals, the content of the guidance and career education program is organized into three areas of learning:

- Student development (i.e., the development of habits and skills necessary for learning);
- Interpersonal development (i.e., the development of knowledge and skills needed in getting along with others).
- Career development (i.e. the development of knowledge and skills needed for setting short- and long-term goals and for planning for the future).

The guidance staff is available to assist students and families with:

- Career and academic planning.
- Planning and preparation for post secondary education.
- Personal counselling and community referrals.
- Access to [www.careercruising.com](http://www.careercruising.com) (career research source)  
access codes: username: mapleleaf password: international.

#### SUPPORT SERVICES

Although Maple Leaf International School does not offer a special education program, special learning support services are available through this department. Support services works closely with teachers, guidance and educational psychologists to select appropriate interventions and accommodations that will assist in developing and implementing specific learning skills.

- Teachers are the keys to the varied forms of support offered. Each teacher is more than willing to provide extra help and direction to each student in need. In many cases, the teacher senses the need and adjusts some aspect of the course – time, resources, level of application, group facilitation and individual attention. Some teachers also conduct tutorials on specified days after school, at which time students can get assistance or catch up on missed assignments.

- Students receive a great amount of assessment feedback due to the continuous assessment model that is used at Maple Leaf. Each student is required to seek whatever assistance is needed in response to their own particular needs.
- “Learning Skills” is sometimes offered as a credit course for Grade 9 and 10 students. The Learning Skills course offers direct assistance through the subjects and assists a student to be successful.

## **LIBRARY SERVICES**

A school library provides an environment for students to explore their world through reading and to develop a deep love of reading, becoming literate members of society. It also provides the resources and skills students need through information studies and technology that enable them to learn through inquiry and research, ensuring they are informationally literate as well.

Besides providing the resources needed, the role of the teacher-librarian is to collaborate with teachers to provide the expertise in information studies. Information studies is divided into three strands: Inquiry and Research, Information Technologies, and Information and Society.

Our library supplies:

- A selection of fiction books for students from JK to Grade 12.
- A selection of non-fiction books for research and information connected directly to the Ontario curriculum.
- Access to the internet using ten up-to-date computers.
- A reference section that includes both general encyclopaedia and subject-specific encyclopaedia.
- A subscribed online database giving access to numerous scholarly journals, magazines, newspapers, reference centres and encyclopaedia.
- A selection of audio-visual equipment like a digital camera, a video camera, digital projectors, televisions with VCR machines and DVD players.

The school library is open from 7:00 a.m. to 3:00 p.m. Monday to Friday.

## SECTION IV

### SECONDARY COURSE PROGRAMS

#### COURSE SELECTION PROCESS

The school administration and staff create a roster of courses based on student needs, diploma requirements, school size, finances, and staff expertise. Courses described on the following pages are **POSSIBLE OFFERINGS for the 2008-2009** academic year. Students should be mindful of compulsory requirements and prerequisites for further study when making choices.

As all courses may not be offered, students should choose alternatives. When a student and parent sign the OPTION SHEET, they are agreeing to a **full semester commitment** to the courses chosen. Students and their parents must take this process seriously. A wise selection of courses allows a smooth start to the academic year and facilitates greater academic success. These courses cannot be changed or dropped when a student finds work too difficult or the course is not what was expected. Teachers and the guidance counsellors are available to discuss course selections with students throughout the course selection process. All course changes are subject to parent, teacher and administration approval. **After option sheets have been returned, course changes may be made for the following school year up to the last day of April.** This is conditional on space being available in courses. **Limited course changes** will also be considered on days allocated at the start of the school year.

The course descriptions which follow are arranged by program area to provide easy understanding of the flow of courses. They are provided for the guidance of students in selecting courses. Students are reminded to pay particular attention to the **Ministry prerequisites** and any recommended background for courses. Any problems should be directed to the guidance counsellors.

The 2008-2009 courses offered will not be timetabled if the number of students requesting the course is insufficient.

#### THE ORGANIZATION OF SECONDARY SCHOOL COURSES

The secondary school program is designed to provide all students with the essential knowledge and skills that they will need for the future, as well as the opportunity to specialize in areas that are related to their post-secondary goals.

#### GRADES 9 AND 10

In grades 9 and 10, three types of courses are offered: academic, applied and open courses.

##### **Academic Courses (D)**

Academic courses focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate.

##### **Applied courses (P)**

Applied courses also focus on the essential concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.

### **Open Courses (O)**

Open courses have one set of expectations for the discipline, appropriate for all students in a given grade. These courses are designed to prepare students for further study in certain subjects and to enrich their education.

Students will have the opportunity to select a combination of academic, applied, and open courses.

**Upon successful completion of an academic or applied grade 9 course, students may choose to enter either the academic or applied course in the same subject in grade 10.**

## **GRADES 11 AND 12**

In grades 11 and 12, the Ontario Curriculum has courses designed to prepare students for their post-secondary destinations. These include university preparation courses; university/college preparation courses; college preparation courses and workplace preparation courses. Open courses are also offered in grades 11 and 12.

### **Workplace Preparation Courses (E) (\* not currently offered at MLIS)**

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers. Teaching and learning will emphasize workplace applications of the course content, and will also explore the theoretical material that underlines these practical applications. Cooperative education and work experience placements within the community are important components of workplace preparation courses. Schools will involve employers and site supervisors in the planning of cooperative education and work experience placements, and will ensure that they have their cooperation and support in implementing these courses. Workplace preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of generic employment skills, as well as independent research and learning skills. Students will be required to demonstrate that they have developed these skills. Workplace preparation courses in particular should also promote the importance of lifelong learning.

### **College Preparation Courses (C)**

College preparation courses are designed to equip students with the knowledge and the skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical thinking and problem solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will be required to demonstrate that they have developed these skills.

### **University/College Preparation Courses (M)**

University/College preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will be required to demonstrate that they have developed these skills.

### **University Preparation Courses (U)**

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

content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content but will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will be required to demonstrate that they have developed these skills.

### **Open Courses in Grades 11 and 12 (O)**

Open courses in grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their post-secondary goals, but that reflects their interests. These courses are appropriate for all students regardless of post-secondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. **They are not designed with the specific requirements of university or college programs or the workplace in mind. Grade 12 Open courses are not to be used for university or college admission purposes.**

## **EXPLANATION OF COURSE CODES**

### **Course Codes, Prerequisites and Descriptions**

Each secondary school course is identified by a five character code

#### **The first three characters refer to the subject.**

Example: ENG is English

#### **The fourth character refers to the grade or level.**

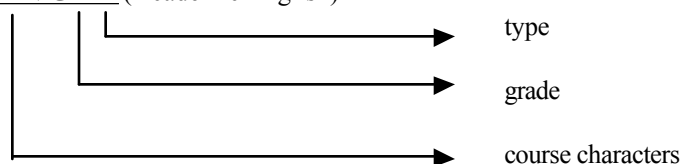
1, 2, 3, 4 refers to grades 9, 10, 11, 12 respectively.

#### **The fifth character refers to the type of course.**

D = academic; P = applied; O = open; U = university; C = college;  
M = university/college; E = workplace

For example, the code for grade 9 Academic English is:

**ENG1D** (Academic English)



**Course prerequisites can be found by referring to the italics text in the course charts. When choosing courses, make sure you refer to the prerequisites and to the OSSD diploma requirements.**

*All courses listed have a credit value of 1.0 unless otherwise indicated. Prerequisites are noted where applicable. If none are listed, there are no prerequisites.*

## COURSE PROGRESSION CHARTS

### THE ARTS

#### VISUAL ARTS

Grade 9	Grade 10	Grade 11	Grade 12
<b>AVI10</b> Visual Arts	<b>AVI20</b> Visual Arts	<b>AVI30</b> Visual Arts	<b>AVI4M</b> Visual Arts

#### MUSIC

Grade 9	Grade 10	Grade 11	Grade 12
<b>AMU10</b> Music	<b>AMU20</b> Music	<b>AMU30</b> Music	<b>AMU4M</b> Music

#### BUSINESS STUDIES

Grade 9	Grade 10	Grade 11	Grade 12
<b>BBIO</b> Introduction to Business	<b>BTT20</b> Introduction to Information Technology in Business	<b>BAF3M</b> Introduction to Financial Accounting	<b>BAT4M</b> Principles of Financial Accounting <i>BAF3M</i>
		<b>BDI3C</b> Introduction to Entrepreneurial Studies	<b>BBB4M</b> Introduction to International Business
		<b>BMI3C</b> Marketing	<b>BOH4M</b> Business Leadership

#### CANADIAN AND WORLD STUDIES

**GEOGRAPHY, HISTORY, ECONOMICS, LAW AND POLITICS**

Grade 9	Grade 10	Grade 11	Grade 12
<b>CGC1D</b> Geography of Canada	<b>CHC2D</b> Canadian History in the Twentieth Century	<b>CGF3M</b> Physical Geography: Patterns, Processes and Interactions	<b>CGU4U</b> World Geography: Human Patterns and Interactions
	<b>CHV2O</b> (.5 credit) Civics	<b>CHW3M</b> World History to the Sixteenth Century	<b>CHY4C</b> World History: The West and the World
		<b>CLU3M</b> Understanding Canadian Law	<b>CHY4U</b> World History: The West and the World
			<b>CIA4U</b> Analysing Current Economic Issues
			<b>CLN4U</b> Canadian & International Law
			<b>CPW4U</b> Canadian and World Politics

**ENGLISH**

Grade 9	Grade 10	Grade 11	Grade 12
<b>ENG1D</b> English	<b>ENG2D</b> English	<b>ENG3U</b> English	<b>ENG4U</b> English
<b>ENG1P</b> English	<b>ENG2P</b> English	<b>ENG3C</b> English	<b>ENG4C</b> English
		<b>EPS3O</b> Presentation & Speaking Skills	<b>EWC4U</b> The Writer's Craft

## GUIDANCE

### Grade 9

**GLS10**  
Learning Strategies I

### Grade 10

**GLC20**  
Career Studies (.5 Credit)

**GLE20**  
Learning Strategies II

## COOPERATIVE EDUCATION

### Grade 11/12

**XCOOPB**  
Cooperative Education  
(2 credits)

## LEADERSHIP

### Grade 11

**GPP30**  
Leadership & Peer Support  
*(Recommendation of principal)*

## HEALTH AND PHYSICAL EDUCATION

### Grade 9

**PPL10**  
Healthy Active  
Living Education

### Grade 10

**PPL20**  
Healthy Active  
Living Education

### Grade 11

**PPL30**  
Healthy Active Living  
Education

### Grade 12

**PSE4U**  
Exercise Science  
*Any Grade 11 university or  
university/college preparation  
course in science, or any Grade 11 or  
12 open course in health and  
physical education*

**PPL40**  
Healthy Active Living Education

## INTERNATIONAL LANGUAGES

*Language courses are not designated by grade but by level of difficulty and previous experience in the language. As our elementary program includes Spanish instruction, our secondary program begins with Level 2.*

### Level 2

**LWSBD**

### Level 3

**LWSCU**

### Level 4

**LWSDU**  
Students may take this course in Grade 11 or 12 and it can be used for university admission

## MATHEMATICS

### Grade 9

**MPM1D**  
Principles of Mathematics

**MFM1P**  
Foundations of Mathematics

### Grade 10

**MPM2D**  
Principles of Mathematics

**MFM2P**  
Foundations of Mathematics

### Grade 11

**MCR3U**  
Functions and Relations

**MCF3M**  
Functions

**MBF3C**  
Mathematics of Personal Finance

### Grade 12

**MCV4U**  
Calculus and Vectors

**MDM4U**  
Mathematics of Data Management

**MHF4U**  
Advanced Functions

**MCT4C**  
Mathematics for College Technology

**MAP4C**  
College and Apprenticeship Mathematics

## SOCIAL SCIENCES AND HUMANITIES

### Grade 11

**HPC30**  
Parenting

**HSP3M**  
Introduction to  
anthropology, Psychology  
& Sociology

**HRT3M**  
World Religions: Beliefs,  
Issues and Religious  
Traditions

### Grade 12

**HFA4M**  
Food and Nutrition Sciences

**HHS4M \***  
Individuals & Families in a  
Diverse society

**HSB4M**  
Challenge and Change in  
Society

## SCIENCE

### Grade 9

**SNC1D**  
Science Academic

### Grade 10

**SNC2D**  
Science Academic

**SNC2P**  
Science Applied

### Grade 11

**SBI3U**  
Biology

**SCH3U**  
Chemistry

**SPH3U**  
Physics

**SBI3C**  
Biology

### Grade 12

**SBI4U**  
Biology

**SCH4U**  
Chemistry

**SPH4U**  
Physics

**SES4U**  
Earth and Space  
Science

**SCH4C**  
Chemistry

**SPH4C**  
Physics

**TECHNOLOGICAL EDUCATION**

**Grade 11**

**ICS3M**  
Computer & Information Science

**TGJ3M**  
Communications Technology

**Grade 12**

**ICS4M**  
Computer & Information  
Science

**TGJ4M**  
Communications Technology

## COURSE DESCRIPTIONS

### ARTS

#### MUSIC

##### **AMU10 MUSIC: PAN (STEEL DRUM) Grade 9, Open**

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

##### **AMU20 MUSIC: PAN (STEEL DRUM) Grade 10, Open**

This course is for students wishing to play in a steel band. Beginners will develop the techniques for playing pan and in subsequent years continue the development of those skills. Students will study the history of pan and Carnival. The course will also include listening and creative compositions.

##### **AMU30 MUSIC – Pan (Steel Drum), Grade 11, Open**

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. *Prerequisite: AMU10 or AMU20, Grade 9 or 10 Music, Open*

##### **AMU4M MUSIC, Grade 12, University/College Preparation)**

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. *Prerequisite: AMU30 Music, Grade 11, Open*

#### VISUAL ARTS

##### **AVI10 VISUAL ARTS Grade 9, Open**

This course offers 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 through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures.

##### **AVI20 VISUAL ARTS, Grade 10, Open**

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. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting).

##### **AVI30 VISUAL ARTS, Grade 11, Open**

This course focuses on studio activities on one or more of the visual arts. Students will create art works that explore a wide range of subject matter, and will evaluate art works using specific criteria. They will also examine historical and cultural contexts of Western art (including Canadian art) and art from various world cultures to support their study of specific media. *Prerequisite: AVI10 or AVI20, Grade 9 or 10 Visual Arts, Open*

##### **AVI4M VISUAL ARTS Grade 12, University/College Preparation**

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach. *Prerequisite: AVI30, Grade 11 Visual Arts, Open*

## **BUSINESS STUDIES**

### **BBI10 INTRODUCTION TO BUSINESS, Grade 9 or 10, Open**

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.

### **BTT20 INFORMATION AND COMMUNICATION TECHNOLOGY IN BUSINESS, Grade 9 or 10, Open**

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

### **BAF3M FINANCIAL ACCOUNTING FUNDAMENTALS, Grade 11, University/College Preparation**

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*

### **BDI3C ENTREPRENEURSHIP: THE VENTURE, Grade 11, College Preparation**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

*Prerequisite: None*

### **BMI3C MARKETING: GOODS, SERVICES, EVENTS, Grade 11, College Preparation**

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*

### **BAT4M FINANCIAL ACCOUNTING PRINCIPLES, Grade 12, University/College Preparation**

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*

### **BBB4M INTERNATIONAL BUSINESS FUNDAMENTALS, Grade 12, University/College Preparation**

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about

the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. *Prerequisite: None*

**BOH4M BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS, Grade 12, University/College Preparation**

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**

**CGC1D GEOGRAPHY OF CANADA Grade 9, Academic**

This course uses a variety of frameworks, including ecozones and principles of physical, human and economic geography, to explore the distinct and evolving character of Canada's geography. Students will investigate the interconnections between the environment and human activities in Canadian ecozones in order to understand Canada's diversity and role in the world.

**CHC2D CANADIAN HISTORY IN THE TWENTIETH CENTURY, Grade 10, Academic**

This course explores Canadian participation in global events and traces Canada's development as a country through changes in population, economy and technology. Students will analyse the elements that constitute Canadian identity, learn the stories of both individuals and communities, and study the evolution of political and social structures. Students will learn about differing interpretations of the past, and will come to understand the importance in historical studies of chronology and cause-and-effect relationships. They will also learn to develop and support a thesis, conduct research and analysis, and effectively communicate the results of their inquiries.

**CHV2O CIVICS, Grade 10 Open, (1/2 credit taken with GLC20) – Credit Value .50**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others' beliefs and perspectives on civics questions, learn how to think and act critically and creatively about public issues.

**CGF3M PHYSICAL GEOGRAPHY: Patterns, Processes, and Interactions, Grade 11, University/College Preparation**

This course examines the main elements of the physical environment (climate, soils, landforms, oceans, and vegetation), the processes that shape them, and the relationship between the environment and human beings. Students will apply a wide range of geographic tools and methods to explore the distribution and ongoing evolution of the elements of the physical environment on a variety of scales, from local to global. *Prerequisite: CGC1D, Grade 9 Geography of Canada, Academic*

**CHW3M WORLD HISTORY TO THE SIXTEENTH CENTURY, Grade 11, University/College Preparation**

This course investigates the history of humanity from the earliest times to the sixteenth century. Students will analyse diverse societies from the around the world, with particular regard to the political, cultural, and economic structures and historical forces that form the foundation of the modern world. They will examine the influence of selected individual and groups, as well as the particular innovations, and will develop skills of historical inquiry, organization, analysis, and communication. *Prerequisite: CHC2D, Grade 10 Canadian History in the Twentieth Century, Academic*

**CLU3M UNDERSTANDING CANADIAN LAW Grade 11, University/College Preparation**

This course explores legal issues that directly affect students' lives. Students will acquire a practical knowledge of Canada's legal system and learn how to analyse legal issues. They will also be given opportunities to develop informed opinions on legal issues and to defend those opinions and communicate

legal knowledge in a variety of ways and settings, including legal research projects, mock trials, and debates. *Prerequisite: CHC2D, Grade 10 Canadian History in the Twentieth Century, Academic*

**CGU4U WORLD GEOGRAPHY: Human Patterns and Interactions, Grade 12, University Preparation**

This course examines how cultures in different parts of the world interact with their environments and with each other. Students will use geographic concepts, methods, and tools to explore settlement patterns; human migration, cultural change, globalization, environmental issues, and other topics relevant to an understanding of how spatial, political, economic, and social factors affect settled environments and human activities. *Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

**CHY4C WORLD HISTORY: The West and the World, Grade 12, College Preparation**

This course explores the history of the world since the sixteenth century, emphasizing the interaction between the emerging West and other regions of the world. Students will learn about a variety of economic, social, and political systems and the changes they have undergone over time. Students will acquire sound skills of historical inquiry and will develop an appreciation of the forces that have formed our modern world. *Prerequisite: Any university, university/college, or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

**CHY4U WORLD HISTORY: The West and the World, Grade 12, University Preparation**

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. The skills and knowledge developed in this course will enable students to understand and appreciate both the character of historical change and the historical roots of contemporary issues. *Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

**CIA4U ANALYSING CURRENT ECONOMIC ISSUES, Grade 12, University Preparation**

This course explores the choices that individuals and societies make about the use of resources in a competitive global economy. Students will use economic concepts and models, as well as methods of economic inquiry, to analyse current economic issues and make informed economic choices based on their analysis. *Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

**CLN4U CANADIAN AND INTERNATIONAL LAW, Grade 12, University Preparation**

This course explores elements of Canadian law and the role of law in social, political, and global contexts. Students will learn about the connections between the historical and philosophical sources of law and issues in contemporary society. They will also learn to analyse legal issues, conduct independent research, and communicate the results of their inquiries in a variety of ways. *Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities*

**CPW4U CANADIAN AND WORLD POLITICS, Grade 12, University Preparation**

This course examines national and international political issues from a variety of perspectives. Students will learn about the rights and responsibilities of individuals, groups, and states within the international community; analyse the different ways in which Canada tries to settle its conflicts with other nations; and evaluate the role of nationalist and internationalist ideologies in shaping relations among states. *Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

**ENGLISH**

**ENG1D ENGLISH Grade 9, Academic**

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*

**ENG1P ENGLISH, Grade 9, Applied**

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12. *Prerequisite: None*

**ENG2D ENGLISH, Grade 10, Academic**

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*

**ENG2P ENGLISH, Grade 10, Applied**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course. *Prerequisite: English, Grade 9, Academic or Applied.*

**ENG3C ENGLISH, Grade 11, College Preparation**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course. *Prerequisite: English, Grade 10, Applied.*

**ENG3U ENGLISH, Grade 11, University Preparation**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. *Prerequisite: English, Grade 10, Academic.*

**EPS3O PRESENTATION AND SPEAKING SKILLS, Grade 11, Open**

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: English, Grade 10, Academic or Applied.*

**ENG4C ENGLISH, Grade 12, College Preparation**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace. ***Prerequisite: English, Grade 11, College Preparation.***

**ENG4U ENGLISH, Grade 12, University Preparation**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. ***Prerequisite: English, Grade 11, University Preparation.***

**EWC4U THE WRITER'S CRAFT, Grade 12, University Preparation**

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. ***Prerequisite: English, Grade 11, University Preparation.***

**INTERNATIONAL LANGUAGES**

**LWSBD SPANISH Academic (Level 2)**

This course is designed to enable students to begin to communicate with native speakers of the language of study. Students will use simple language and read age and language-appropriate passages for various purposes. They will explore aspects of the culture of countries where the language under study is spoken, including social customs and the arts, by participating in cultural events and activities involving both print and technological. ***Prerequisite: Previous Knowledge or Education in Spanish***

**LWSCU SPANISH (Level 3)**

This course provides students with the language learning experiences that will enable them to communicate in the language of study. Students will continue to develop and apply their speaking skills in a variety of contexts, and will participate in activities that will improve their reading comprehension and writing skills. They will also continue to explore aspects of the culture of countries where the language under study is spoken by taking part in community-sponsored events and activities involving both print and technological resources. Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple. ***Prerequisite: LWSBD (Level 2)***

**LWSDU SPANISH, Level 4, University Preparation**

This course offers students opportunities to further develop their knowledge of Spanish and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of countries where Spanish is spoken through a variety of print and technological resources. ***Prerequisite: LWSCU, Grade 10 Spanish (Level 3) can be used for university admission***

**GUIDANCE AND CAREER EDUCATION**

**GLS10 LEARNING STRATEGIES 1: Skills for Success in Secondary School, Grade 9,  
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. This course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. ***Prerequisite: Recommendation of principal.***

**GLC20 CAREER STUDIES, Grade 10 Open, (1/2 credit, taken with CHV20) Credit Value .50**

This course teaches students how to develop and achieve personal goals in education and work and contribute to their communities. Student learning will include assessing their own knowledge, skills and characteristics and investigating economic trends, workplace organization, work opportunities, and ways to search for work. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals

**GLE20 LEARNING STRATEGIES 2: Skills for Success in Secondary School, 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. This course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. ***Prerequisite: Recommendation of principal.***

**GPP30 LEADERSHIP AND PEER SUPPORT, Grade 11, Open**

This course prepares and motivates students to provide leadership and assistance to others in their schools and communities. Students will develop skills in communication, interpersonal relations, coaching, leadership, teamwork, and conflict management, and apply them in roles such as tutoring, mentoring, and student council involvement. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives. ***Prerequisite: Career Studies, Grade 10, Open***

**XCOOPB COOPERATIVE EDUCATION, GRADE 12 (2 credits)**

Cooperative education integrates classroom theory with workplace experience. Senior students can earn additional credits in a subject area already studied by completing hours at a related job placement. The program is a partnership of school and business/industry and involved students, teachers and employers.

Students will participate in a half-day (2 period) Cooperative Education program. Students complete 220 hours on the job and in school sessions (pre-employment and integration sessions) for 2 credits which apply toward the Ontario Secondary School Diploma.

**HEALTH AND PHYSICAL EDUCATION**

**PPL10 HEALTHY ACTIVE LIVING EDUCATION Grade 9, Open**

This course emphasizes student's daily participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence, and safety/injury-prevention strategies. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco and other drugs and will participate in activities designed to develop goal-setting communication and social skills

**PPL20 HEALTHY ACTIVE LIVING EDUCATION, Grade 10, Open**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse and the use of informed decision-making, conflict resolution and social skills in making personal choices.

**PPL30 HEALTHY ACTIVE LIVING EDUCATION, Grade 11, Open Credit**

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

**PPL40 HEALTHY ACTIVE LIVING EDUCATION, Grade 12, Open**

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

**PSE4U EXERCISE SCIENCE, Grade 12, University Preparation**

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 sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration. *Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 open course in health and physical education*

**MATHEMATICS**

**MFM1P FOUNDATIONS OF MATHEMATICS, Grade 9, Applied**

This course enables students to develop mathematical ideas and methods through the exploration of applications, the effective use of technology, and extended experiences with hands-on activities. Students will investigate relationships of straight lines in analytic geometry, solve problems involving the measurement of 3-dimensional objects and 2-dimensional figures, and apply key numeric and algebraic skills in problem solving. Students will also have opportunities to consolidate core skills and deepen their understanding of key mathematical concepts.

**MPM1D PRINCIPLES OF MATHEMATICS Grade 9, Academic**

This course enables students to develop generalizations of mathematical ideas through exploration of applications, the effective use of technology and abstract reasoning. Students will investigate relationships to develop equations of straight lines in analytic geometry, explore relationships between volume and surface area of objects in measurement and apply extended algebraic skills in problem solving. Students will engage in abstract extensions of core learning that will deepen their mathematical knowledge and enrich their understanding.

**MFM2P FOUNDATIONS OF MATHEMATICS, Grade 10, Applied**

This course enables students to consolidate their understanding of key mathematical concepts through hands-on activities and to extend their problem-solving experiences in a variety of applications. Students will solve problems involving proportional reasoning and the trigonometry of right triangles, investigate applications of piecewise linear functions; solve and apply systems of linear equation; and solve problems involving quadratic functions. The effective use of technology in learning and in solving problems will be a focus of the course. This course will not lead to university programs requiring math. *Prerequisite: MFM1P or MPM1D, Mathematics Grade 9 Academic or Applied*

**MPM2D PRINCIPLES OF MATHEMATICS, Grade 10, Academic**

This course enables students to broaden their understanding of relations, extend their skills in multi-step problem solving, and continue to develop their abilities in abstract reasoning. Students will pursue investigations of quadratic functions and their applications; solve and apply linear systems; solve multi-step problems in analytic geometry to verify properties of geometric figures; investigate the trigonometry of

right and acute triangles and develop supporting algebraic skills. **Prerequisite:** *MPM1D or MFM1P, Mathematics Grade 9 Academic or Applied*

**MCR3U FUNCTIONS, Grade 11, University Preparation**

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **Prerequisite:** *Principles of Mathematics, Grade 10, Academic*

**MBF3C FOUNDATIONS FOR COLLEGE MATHEMATICS, Grade 11, College Preparation**

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** *Foundations of Mathematics, Grade 10, Applied.*

**MCF3M FUNCTIONS AND APPLICATIONS, Grade 11, University/College Preparation**

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

**MAP4C FOUNDATIONS FOR COLLEGE MATHEMATICS, Grade 12, College Preparation**

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades. **Prerequisite:** *Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation*

**MCV4U CALCULUS AND VECTORS, Grade 12, University Preparation**

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

**MCT4C MATHEMATICS FOR COLLEGE TECHNOLOGY, Grade 12, College Preparation**

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs. **Prerequisite:** *Functions and*

***Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation.***

**MHF4U ADVANCED FUNCTIONS, Grade 12, University Preparation**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. ***Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation.***

**MDM4U MATHEMATICS OF DATA MANAGEMENT, Grade 12, University Preparation**

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. ***Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation.***

**SCIENCE**

**SNC1D SCIENCE Grade 9, Academic**

This course enables students to understand essential concepts in biology, chemistry, earth and space science and physics, to develop skills in the processes of scientific inquiry, and to relate science knowledge to technological, social and environmental knowledge. Students will learn about scientific theories and pursue inquiries related to cell division and reproduction, atomic and molecular structures, properties of elements and compounds, the universe and space exploration and the principles of static and current electricity.

**SNC2D SCIENCE, Grade 10, Academic**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, to develop further their skills in scientific inquiry; and to understand the interrelationships among science, technology, and the environment. Students will conduct investigations and understand scientific theories related to ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-base reactions; factors that influence weather systems, and motion. ***Prerequisite: SNC1D, Science Grade 9 Academic***

**SNC2P SCIENCE, Grade 10, Applied**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science and physics: to develop further their practical skills in scientific investigation and to apply their knowledge of science to real-world situations. Students will design and conduct investigations into everyday problems and issues related to ecological sustainability, chemical reactions, weather systems and motion. ***Prerequisite: SNC1D or SNC1P, Science Grade 9 Academic or Applied***

**SBI3C BIOLOGY, Grade 11 College Preparation**

This course focuses on the processes involved in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, animal anatomy and physiology, plant structure and physiology, and environmental science. Emphasis will be placed on the

practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields. **Prerequisite:** *SNC2D, Grade 10 Science, Academic*

**SBI3U BIOLOGY, Grade 11, University Preparation**

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulations, the diversity of living things, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. **Prerequisite:** *SNC2D, Grade 10 Science, Academic*

**SCH3U CHEMISTRY, Grade 11, University Preparation**

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science. **Prerequisite:** *SNC2D, Grade 10 Science, Academic*

**SPH3U PHYSICS, Grade 11, University Preparation**

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. **Prerequisite:** *SNC2D, Grade 10 Science, Academic*

**SBI4U BIOLOGY, Grade 12, University Preparation**

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields. **Prerequisite:** *SBI3U, Grade 11 Biology, University Preparation*

**SCH4C CHEMISTRY, Grade 12, College Preparation**

This course introduces students to the concepts that form the basis of modern chemistry. Students will study qualitative analysis, quantitative relationships in chemical reactions, organic chemistry and electrochemistry, and chemistry as it relates to the quality of the environment. Students will employ a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and in the development of new technologies and products. **Prerequisite:** *Science, Grade 10, Academic or Applied*

**SCH4U CHEMISTRY, Grade 12, University Preparation**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment. **Prerequisite:** *SCH3U, Grade 11 Chemistry, University Preparation*

**SES4U EARTH AND SPACE SCIENCE, Grade 12, University Preparation**

This course focuses on the Earth as a planet, and on the basic concepts and theories of Earth science and their relevance to everyday life. Students will examine the Earth's place in the solar system and, after a

general introduction to Earth science, will explore in more detail the materials of the Earth, its internal and surficial processes, and its history. The course draws on astronomy, biology, chemistry, mathematics, and physics in its consideration of geological processes that can be observed directly or inferred from other evidence. *Prerequisite: SNC2D, Science, Grade 10, Academic*

**SPH4C PHYSICS, Grade 12, College Preparation**

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts as they relate to mechanical, electrical, fluid (hydraulic and pneumatic), and communications systems, as well as to the operation of commonly used tools and equipment. They will develop scientific-inquiry skills as they verify accepted laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment. *Prerequisite: Science, Grade 10, Academic or Applied*

**SPH4U PHYSICS, Grade 12, University Preparation**

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics. *Prerequisite: SPH3U, Grade 11 Physics, University Preparation*

**SOCIAL SCIENCES AND HUMANITIES**

**HPC30 PARENTING, Grade 11, Open**

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting. *Prerequisite: None*

**HRT3M WORLD RELIGIONS: BELIEFS, ISSUES, AND RELIGIOUS TRADITIONS, Grade 11, University/College Preparation**

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

**HSP3M INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY, Grade 11, University/College Preparation**

This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines. *Prerequisite: None*

**HFA4M FOOD AND NUTRITION SCIENCES, Grade 12, University/College Preparation**

This course examines various nutritional, psychological, social, cultural, and global factors that influence people's food choices and customs. Students will learn about current Canadian and worldwide issues related to food, frameworks for making appropriate dietary choices, and food-preparation techniques. This course also refines students' skills used in researching and investigating issues related to food and nutrition. *Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies*

**HHS4M INDIVIDUALS AND FAMILIES IN A DIVERSE SOCIETY, Grade 12, University/College Preparation**

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families. *Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies*

**HSB4M CHALLENGE AND CHANGE IN SOCIETY, Grade 12, University/College Preparation**

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends. *Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies*

**TECHNOLOGICAL EDUCATION**

**ICS3M COMPUTER AND INFORMATION SCIENCE, Grade 11, University/College**

This course helps students examine computer science concepts. Students will outline stages in software development, define standard control and data structures, identify on- and off-line resources, explain the functions of basic computer components, and develop programming and problem-solving skills by using operating systems and implementing defined practices. As well as identifying careers in computer science, students will develop an understanding of the ethical use of computers and the impact of emergent technologies on society

**ICS4M COMPUTER AND INFORMATION SCIENCE, Grade 12, University/College Preparation**

This course helps students use programming and software engineering principles to design and develop algorithms and programs. Students will use software development and diagnostic tools, implement data structures and algorithms, and use file management techniques in project settings. They will also develop an understanding of the ethics of computer use and the impact of information technology on the community, and will explore post secondary education and career paths in computer science. *Prerequisite: Computer and Information Science, Grade 11, University/College Preparation*

**TGJ3M COMMUNICATIONS TECHNOLOGY, Grade 11, University/College Preparation**

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will develop knowledge and skills relating to the assembly, operation, maintenance, and repair of the basic and more complex components of a range of communications systems. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment. This course will involve the development of the school year book as the culminating activity. *Prerequisite: None*

**TGJ4M COMMUNICATIONS TECHNOLOGY, Grade 12, University/College Preparation**

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will create, manage, and distribute complex electronic, graphic, recorded, or audio-visual projects independently and in project teams. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment. This course will involve the development of the school yearbook as the culminating activity. *Prerequisite: Communications Technology, Grade 11, University/College Preparation*

**SECONDARY TIMETABLE**

**2008 - 2009**

**Grade 9 - 12**

**Home Room (5)**  
**7:40 - 7:45**

**Period 1 (80)**  
**7:45 - 9:05**

**NUTRITION BREAK (15)**  
**9:05 - 9:20**

**Period 2 (80)**  
**9:15 - 10:40**

**BREAK (5)**  
**10:40 - 10:45**

**Period 3 (80)**  
**10:45 - 12:05**

**LUNCH (35)**  
**12:05 - 12:40**

**Period 4 (80)**  
**12:40 - 2:00**

**DISMISSAL**  
**2:00**

**(320 minutes)**  
**Total**

## **STUDENT HANDBOOK**

### **MAPLE LEAF INTERNATIONAL SCHOOL**

This is first and foremost an academic community. Students are expected to make learning the number one priority. Each student must accept the ultimate responsibility for academic performance. We want and expect students to grow and experience success, and have organized our program with that in mind.

The curriculum includes four major fields of study: Language (English, Spanish); Arts (including Visual Art, Music and Drama); Self and Society (Social Studies, Physical and Health Education, and Business); and Science and Technology (Mathematics, Science and Computers).

Maple Leaf International School partners with Thames Valley District School Board of London, Ontario for Professional Development

### **BELIEFS & VALUES**

#### **Belief Statements**

Maple Leaf International School was established to meet the needs of parents and guardians who wish to have the benefit of a Canadian system of educational beliefs, practices and materials for their children. The founding members of the school believed that:

- In every successful school there is a high degree of surrender to common values by all partners.
- The school is first and foremost an academic community in which students are expected to make learning their number one priority.
- The individual student must accept the ultimate responsibility for academic performance.
- Social, emotional, psychological and physical development will be integrated with the process of cognitive development.
- Behaviour, which threatens the common good, will not be tolerated.
- Programs that are balanced, intentional and integrated will ensure student success.
- “Life affords no greater responsibility, no greater privilege, than the raising of the next generation.”

#### **Values**

At Maple Leaf International School we cherish.

- Personal integrity above everything else.
- Honourable conduct and consideration of others.
- Academic excellence as the first priority.
- The development of a high degree of self – discipline.
- Parents as partners in the schooling process.
- Diversity in our student body.
- An atmosphere of trust and honesty.

#### **Affiliation**

Maple Leaf International School is affiliated with the Ontario Ministry of Education for its elementary programs (Grades Kindergarten to Eight or ages 4 - 14 years). The program is based on the Ontario Ministry of Education's Curriculum – Grade 1 – 8 and uses textbooks from the Trillium List of approved textbooks for use in elementary classrooms in Ontario.

The secondary school (Grades 9 - 12 or ages 14 -18 years) is an inspected private school. The Ontario Ministry carries out the inspection once a year. The program is based on Ministry documents: Ontario Secondary Schools Grades 9 to 12, Program and Diploma Requirements 1999; The Ontario Curriculum Grades 9 to 12 Program and Planning Assessment 2000; Ontario Secondary

Schools Grades 9 and 10, 11 and 12 appropriate Curriculum Documents 1999-2008. Textbooks are selected from the Trillium List of approved textbooks for use in Ontario secondary schools.

### **Admission Policy**

Maple Leaf International School admits students of any nationality who have the ability to successfully participate in the program. Our program has been designed to meet the needs of students who fall within a normal range of abilities. Maple Leaf cannot admit students who have learning or behavioural difficulties or challenges beyond the scope of our programming. Forms for admission are available at the school office or on our website.

### **Code of Student Behaviour**

In the interest of maintaining a school dedicated to allowing students to learn and to make the most of their educational opportunities, a code of behaviour has been developed which outlines the responsibilities and expectations of the members of the Maple Leaf community.

#### **RESPECT towards every person who enters the school**

This means recognizing the equality of all persons by:

- according respect to members of every race, religion, culture, gender and age.
- using language which reflects due respect for self and others.
- bullying and intimidation, play fighting of any sort, and any “hands-on” behaviour will not be tolerated.
- harassment with regards to sexuality or race will be dealt with seriously.

#### **RESPECT for property**

This means:

- demonstrating respect for the property of others and the school.
- using care to maintain a clean, litter free school.
- posting only those notices and bulletins that have been approved.

#### **RESPECT for oneself**

Student responsibilities include:

- arriving on time and prepared for classes.
- attending regularly.
- providing notes for absences.
- observing the regulations prohibiting the use of alcohol and drugs.
- observing a smoke-free environment.

Maple Leaf recognizes that the majority of students are self-disciplined; that corrective actions suggested by this code will apply only to a minority of students; and that motivation and self-control are essential for positive growth to occur.

Guidance by all staff is intended to convey to students, as clearly as possible, that students are being helped to learn to be co-operative, fulfilled citizens, while maintaining their own individuality.

To serve the interests of students, a variety of strategies are employed. Students who do not exhibit self-discipline are counselled by school personnel to ensure that the standard of behaviour expected is clearly understood. Disciplinary actions, such as specific task assignments, an interview with the Principal, withdrawal of specific privileges, involvement of parents, suspension or permanent removal from school, will take into account the nature of the offence and the individual circumstances involved.

## **SCHOOL POLICY AND PROCEDURES**

### **ACADEMIC HONESTY**

It is the responsibility of students to be academically honest in all aspects of their school work. A student who cheats on tests, or presents the work done by others as if it were his/her own (plagiarizes), is being academically dishonest. It is the responsibility of the school to educate the students about this policy and provide support and consequences.

#### **ACCIDENTS**

Accidents are reported to the office. If medical attention is required, parents will be contacted.

#### **ADDRESS CHANGE**

Changes of home address, telephone number and other pertinent information must be reported immediately to the office in writing.

#### **ATTENDANCE AND PUNCTUALITY**

**The Ministry of Education requires a daily record of attendance for all students. The attendance in regularly scheduled classes will be the information used for Ministry requirements.**

We, at Maple Leaf, place a high priority on classroom attendance for establishing the basis of quality learning and evaluation. Regular attendance is an essential component of all courses; in the secondary school, irregular attendance may result in failure to earn a credit.

To experience success regular, punctual attendance is expected. There is a definite correlation between unauthorized absences and inability to succeed. Students have a responsibility to self, parents and teachers to attend regularly and punctually. High absenteeism is usually a symptom of other problems. It is strongly advised that, if a student is experiencing one of these problems, the student should seek counsel as soon as possible.

#### **Student responsibilities re: absences and late**

All absences for students must be explained in writing or by telephone by a parent /guardian. The teacher or attendance clerk will note the fact that the absence / late was explained.

The following information is required for absences:

- (a) student's name (printed).
- (b) date(s) of absence including the times for part of a day.
- (c) reason for absence or lateness.
- (d) signature/name of parent or guardian.

Students should consult with teachers immediately upon return from any absences to arrange for missed assignments.

In the case of a lengthy illness, parents should advise the school so that work can be provided for home study, where appropriate.

#### **Consequences of lack of attendance**

1. If an acceptable explanation has not been provided, a parent/guardian will be contacted.
2. If late and/or absences for classes or for homeroom accumulate, teachers will contact parents. If this continues a student will be referred to the Principal or Vice-Principal.
3. If the attendance pattern does not improve, a parental interview with the Principal or Vice-Principal will be required.

4. Where unauthorized absences or lates continue to occur, loss of credit or withdrawal from school may result.

### **LATES**

Students are expected to be on time for school and for all classes. Tardiness is disruptive to teaching and is not acceptable. Occasional late arrivals due to unusual circumstances will happen to everyone. When this happens during the school day, students are expected to report directly to the office for a "late slip" and for entry into class.

### **EARLY LEAVES**

If a student must leave the school during the school day, he/she must come to the office before classes begin to obtain a Permission to Leave Early Slip. A parental note must be produced. Students who leave the school property without authorization from the office will be considered to be skipping classes and will face the appropriate consequences.

### **BREAK TIME/LUNCH**

The school will provide a lunch area and water fountains, as well as a cafeteria. Vendors will not be permitted on the school premises nor will students be permitted to leave the school to purchase food/drinks etc. from vendors, snack bars, fast-food outlets, etc. Students in grade 11 and 12 are offered the privilege of accessing the food outlets in the adjacent mall.

**Students will not be permitted to receive food from fast-food outlets by delivery to the school.**

### **COMMUNICATION DEVICES**

Students may use their cell phones outside any of our buildings. Cell phones must be off and not visible in any classroom, hallway, gym, or interior school space. If students are found with a visible cell phone inside the school, it is assumed that they are sending or receiving messages, and the phone will be confiscated. A parent will be notified, and the phone will be returned to the parent. If a student continues to have difficulty following the rules, they will be dealt with as in the code of conduct of the school which may result in a suspension from school.

### **DETENTIONS**

The teacher supervises his/her own assigned detentions. Parents will be informed if these will occur after school hours. From time to time, the office will assign detentions; again, parents will be informed of these.

### **DISHONESTY**

For a community to be effective, an atmosphere of trust and honesty must prevail. At Maple Leaf International School, personal integrity is cherished above all else, and lying or stealing will not be tolerated. The definition of stealing includes taking possessions of another student, teacher or the school without permission. Cheating is not excusable under any circumstance.

### **DROPPED COURSES**

**Please consult Ontario Student Transcript for full disclosure information.**

Students in Grade 9, 10 and 11 must carry a full load of courses each semester. Grade 12 students may have one spare per semester if they have accumulated 24 credits in grades 9 – 11.

### **EATING AND DRINKING**

Food and drink may not be consumed in the public or academic areas of the school. All such items are restricted to the eating area. This is enforced so that the cleaning staff does not spend unnecessary time and effort in this regard and to keep the school free from unwelcome "creatures."

### **FINAL EVALUATIONS AND EXAMINATIONS**

Courses in grades 9 – 12 all have final evaluations worth 30% of the final mark. Most final evaluations include an examination which must be written by the students. A student may only be excused from an examination due to illness (supported by a doctor's note) or a death in the student's family. The parent must inform the school Principal if either of these situations occurs.

### **EXTRA HELP**

Students do not learn all things at the same pace. Teachers regularly make themselves available after school to consult with students and to provide academic assistance. Students must take the initiative in seeking such assistance.

### **FAMILY VACATIONS**

Family vacations should be scheduled during the school's vacation periods; they are not an appropriate reason for a student missing school time. It is not the teacher's responsibility to provide work or extra classes for students who miss school because of vacation. The courses in grades 9 – 12 all have final evaluations worth 30% of the final mark. Most final evaluations will include examinations which must be written by the students. Parents should review the school year calendar before planning extended vacations.

### **FIRE DRILLS AND SECURITY**

When the alarm sounds, students must move quickly and quietly to the exit as indicated in each room. Students must remain with their classes and teachers and wait in the designated area away from the school buildings until advised to return to the buildings.

Any tampering with our security and fire protection system including alarms and extinguishers places the entire community in a vulnerable position. **This is strictly forbidden and will result in immediate expulsion.**

### **FUNDRAISING**

Fundraising is conducted for special projects and special school sponsored activities. Students are encouraged to become involved in approved ventures which aid the school. Fundraising requires the approval of the Principal who works with the Parent/Teacher Association (PTA) to determine which activities are approved.

### **LOST AND FOUND**

Any articles found in the school compound are to be handed in to the office. Society depends on the honesty of its members to ensure that the rightful owners of articles get lost items returned. If something is lost, please inquire in the office; however, the school is not responsible for lost or stolen items.

### **PHYSICAL AND HEALTH EDUCATION**

The official physical education uniform must be worn properly to all physical education classes. Since these courses are activity based, students must participate daily. Students who are too ill to participate should not be in school at all. Students who cannot actively participate because of injury must still participate through observation or by helping the teacher in a managerial role.

### **SMOKING, DRUGS AND ALCOHOL**

**Smoking is not permitted on school property or anywhere while in school uniform.** Consequences will include parental contact and suspension from school.

Students are advised that it is the intention of the school to take appropriate action in response to alcohol and drug related incidents in accordance with the Board Policy on Alcohol and Drug abuse. Any possession or use of any prohibited substances, drug or alcohol, will result in mandatory participation in a substance abuse program, paid for by the parents and arranged by the school. Suspension will result if the program is not entered or completed by the student.

Students involved in such incidents at any school activity may be expelled. School activities include daily classes, field trips, extra curricular activities

### **TRESPASSERS**

All students have a responsibility for maintaining a safe environment. If you notice a person who is not a Maple Leaf student in the school, please report this to the Principal's office immediately.

### **VISITORS TO THE SCHOOL**

All visitors must report to the main office. Permission must be obtained before being allowed farther. Students may not invite friends to spend time on school property. They are trespassing and the laws pertaining to private property apply.

### **WEAPONS AND FACSIMILIES OF WEAPONS**

Students must not bring weapons or facsimiles of weapons, of any nature to school under any circumstances. The danger presented to the student and others is such as to warrant suspension and/or prosecution and/or expulsion.

### **SUSPENSION FROM SCHOOL**

Education is a service offered to all who are interested. To benefit from the service, certain guidelines must be followed. Failure to do so may result in suspension. Suspension can result from:

- Persistent truancy and persistent opposition to authority:
- Habitual neglect of duty.
- Wilful destruction of school property.
- Use of profane or improper language.
- Conduct injurious to the moral tone of the school.
- Conduct injurious to the physical or mental well being of others.

### **UNIFORM REGULATIONS**

**Maple Leaf International School considers it *important* that students appear neat, clean and well groomed at all times.**

Uniforms are available from **Espree Rainbow, The Falls, Westmoorings, Tel. # 633-4424**. This company is the exclusive agent for the school uniform.

### **ONLY UNIFORMS SUPPLIED BY ESPREE ARE ACCEPTABLE**

**Girls:** navy skort, navy scooter, blue shirt, fully closed black shoes, white or black socks. A zipped Maple Leaf cardigan may be worn.

**Boys:** long navy blue pants (Grade 6-12); short navy blue pants (JK-Grade 5); black belt; blue shirt; fully closed black shoes, white or black socks. A zipped Maple Leaf cardigan may be worn

**Physical Education:** For boys and girls - navy blue shorts, grey T-shirts with school name and crest, running shoes and white socks.

Students in grades JK – 8 may wear the P.E uniform daily unless required to wear the dress uniform for specific occasions.

**N. B.** School uniforms are required on all field trips unless determined otherwise in advance.

**THE PROPER WEARING OF THE SCHOOL UNIFORM IS FULLY SUPPORTED BY THE MAPLE LEAF COMMUNITY. Students who enrol at Maple Leaf do so with a full awareness of the dress code. Therefore, when a student and his/her family choose Maple Leaf, they implicitly agree to abide by the established expectations of dress and appearance.**

Parents and students must ensure that properly sized clothing is purchased. The uniform must be maintained in good repair.

## **UNIFORM REQUIREMENTS**

**Skorts/Scooters** Regulation uniform Skort or Scooter only.

**Pants** Regulation uniform pants (only) with a black belt worn at the waist.

**Shirt** The new style shirts are designed to be worn on the outside. The older style shirt must be tucked in.

**Hair** Male students are to be neatly groomed with hair above the collar and clean. Female students are to have their hair neatly groomed and clean.

**Shoes** Shoes are to be completely black, fully closed and clean. No sandals or beach shoes.

**Jewellery** The ONLY jewellery permitted for females is one pair of small hoops or stud earrings (in ear lobes) and a watch; for males, the ONLY jewellery permitted is a watch. A small religious emblem may be hidden under the shirt. Any inappropriate jewellery may be confiscated and held in the office at the Principal's discretion.

**Makeup** No makeup or nail polish is permitted.

**Sweaters** Zippered Maple Leaf cardigan or pullover may be worn.

**Belts** A black belt is required for long or short pants.

**Failure to comply with these regulations may result in the student being sent home, or removed from class, items being confiscated, possible detention and/or suspension.**