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Royal Ontario Academy School Course Calendar

Introduction

School Course Calendar – Defined

A School Course Calendar is an official document provided by a school that outlines the courses, programs, policies, and resources available to students for a specific academic year. It serves as a comprehensive guide for students, parents, and educators, detailing important aspects of the school's academic offerings and administrative procedures.

School Goal

The vision of Royal Ontario Academy is to empower all learners through the use of technology to achieve scholastic success. Our goal is to help students reach their highest academic potential at a pace and in a manner that supports their individual learning styles. We are committed to working with students and parents to ensure that every learner accomplishes their goal of completing the Ontario Secondary School Diploma (OSSD).

Our Commitment

At Royal Ontario Academy, we recognize that each student has unique interests, goals, and strengths. We are dedicated to providing equal opportunities for all students to succeed and graduate. Our flexible learning model accommodates diverse student needs, allowing them to achieve their educational goals at their own pace. We foster an inclusive and supportive environment where every student can thrive and reach their full potential.

Royal Ontario Academy values the importance of successfully completing secondary education and offers students an alternative means of achieving that.

Our Philosophy

We believe in nurturing each student's unique potential through innovative and flexible learning solutions. Our educational philosophy emphasizes creating an inclusive and supportive environment, fostering critical thinking, creativity, and lifelong learning skills to prepare our students for future success.



School Organization

Continuous Entry and Exit Model

Royal Ontario Academy operates on a continuous entry and exit model, allowing for flexible start and end dates. Students are responsible for communicating their anticipated completion dates to their teachers and adhering to those timelines. We support student learning year-round, offering education for all 12 months.

Mid Term and Final Report Cards

Midterm report cards are issued upon completing half of the course, and final report cards are provided upon course completion.

Hardware and Software Requirements

Students should have the following minimum requirements to access on Royal Ontario Academy online courses:

Minimum Technical Specifications

Windows Computers

- Operating System: Windows 10 or newer
- Web Browsers: Firefox, Google Chrome or Microsoft Edge (latest version recommended)
- Processor: Intel Core i5 or higher
- RAM: 4 GB or more
- Storage: At least 5 GB free space
- Display: Minimum resolution of 1024 x 768
- Connectivity: Ethernet or Wi-Fi connection, plus at least one USB port for accessories

Mac Computers

- Operating System: macOS X or newer
- Web Browsers: Firefox, Google Chrome or Microsoft Edge (latest version recommended)
- Processor: Intel Core i5 or higher
- RAM: 4 GB or more



- Storage: At least 5 GB free space
- Display: Minimum resolution of 1024 x 768
- Connectivity: Ethernet or Wi-Fi connection, plus at least one USB port for accessories

Audio and Video Requirements

- Audio: For courses with live, interactive sessions, using a headset with a built-in microphone is ideal, though built-in speakers and microphones are often sufficient.
- Camera: A USB webcam may be required for those without a built-in camera.

Additional Equipment

- Scanner/Camera: Some assignments may require submitting images of physical work. A smartphone camera or a compatible scanner is generally acceptable.

Internet Requirements

- Speed: High-speed internet with at least 5 Mbps download speed is recommended.
- Wired Connection: Using a wired Ethernet connection to your router is preferable to Wi-Fi for consistent performance.
- Mobile Tethering: While tethering via a smartphone with a strong signal (minimum 5 Mbps) can be used if no broadband is available, it is not ideal for video-intensive tasks due to potential latency issues.
- Data Usage: If possible, choose an unlimited data plan to avoid potential overage fees, as online learning activities may increase your data usage significantly.

Rights and Responsibilities

Student Responsibilities

- Understand the summative assessment methods used to evaluate their achievement and determine their grade.
- Receive timely feedback on their work and performance.
- Access information about the assessment and evaluation policy and the consequences of academic dishonesty.
- Maintain academic honesty and provide evidence of their achievement.
- Work to the best of their ability and submit assignments on time.



- Actively participate in the learning and assessment process.
- Communicate with teachers about difficulties in meeting deadlines and ensure missed work is completed within pre-established timelines.
- Inform parents about assessment methods, due dates, and timelines for work submission.

Teacher Responsibilities

- Expect students to actively participate in their learning
- Set final deadlines for assignment submission.
- Use professional judgment when assessing and evaluating student achievement.
- Provide multiple and varied opportunities for students to demonstrate their learning.
- Offer instruction and support to help students develop good time management skills.
- Return student work promptly to allow for improvement.
- Inform students and parents about available support for learning during the course.

Parents/Guardians Responsibilities

- Be informed about course requirements, assessment methods, due dates, and timelines for work submission.
- Receive updates on their child's performance.
- Have phone or virtual meetings with their child's teacher and/or administration when necessary.
- Communicate regularly with the school and understand how they can contribute to their child's success.
- Monitor their child's progress and collaborate with the school to plan for improvement.

School Policies

Confidentiality Policy

Royal Ontario Academy may communicate with parents or legal guardians of students under the age of 18 at any time. Moreover, Royal Ontario Academy will also communicate with any student's home school and applicable post-secondary institutions or organizations. Students over the age of 18 will receive an email upon registration requesting permission to allow Royal Ontario Academy to communicate with third-party individuals.



Through the Royal Ontario Academy website and learning management system, students will have access to third-party organizations, such as Cloud Labs etc. Only basic information, such as the student's name and Royal Ontario Academy email address, is shared with these organizations for the purpose of accessing and using their services. By accessing the websites or platforms of any third-party organization through the Royal Ontario Academy website or learning management system, the student is agreeing to the policies and procedures of that organization.

Academic Integrity

Students must ensure all submitted work is original and properly cited. Plagiarism, cheating, or any form of academic dishonesty is strictly prohibited and will result in disciplinary action. Our Integrity Policy demands honesty, ethical behaviour, and respect in all academic and personal dealings. It includes guidelines for the appropriate use of technology and outlines the consequences for breaches of integrity.

Royal Ontario Academy enforces a strict policy against cheating and plagiarism to ensure independent and honest work. Specific violations include:

- **Cheating:** Using unauthorized materials during an exam or copying another student's work.
- **Plagiarism:** Submitting work that is not original or failing to properly cite sources.
- **Fabrication:** Falsifying data or research results.
- **Collusion:** Collaborating on an assignment meant to be completed individually.

Consequences for academic dishonesty may include a zero mark for the assignment and further disciplinary actions based on the specifics of each case.

Code of Conduct

The Royal Ontario Academy is committed to fostering a safe and supportive educational environment, where respect, courtesy, and responsible digital citizenship are paramount.



The school's Safe School Policy, which includes a zero-tolerance stance on bullying, harassment, and discrimination, underscores this commitment. Any actions that compromise the safety or well-being of the community are promptly addressed by the Principal, with potential consequences ranging from counseling and parental involvement to suspension, expulsion, or the involvement of authorities. Students are expected to uphold academic integrity and adhere to the Appropriate Computer Use Policy, ensuring that the Learning Management System (LMS) is used solely for educational purposes and free from misuse, such as engaging in criminal activities or accessing inappropriate content. Vigilance in protecting personal information and reporting suspicious activities is encouraged to maintain a secure virtual learning environment. The academy regularly reviews its guidelines and offers support services to assist students, while also promoting active parental involvement. Adherence to these policies is essential for the success and safety of all students at Royal Ontario Academy, ensuring a positive and secure virtual learning space where every student can thrive.

Examination Policies

Final exams are conducted online and proctored through an agency or lockdown browser to ensure academic integrity. Exams are scheduled at mutually agreed times, maintaining the security and fairness of the assessment process.

Attendance

Regular attendance is essential for student success. Students who do not log on regularly and fail to participate actively in their courses risk missing critical learning opportunities and may struggle to reach their full potential. Regular attendance is crucial for student success.

Attendance is monitored through our LMS, mid-semester reviews, and support interventions as needed. If students do not log in regularly, we may reach out to them or their parents to ensure they are receiving the necessary support and staying on track with their coursework.

Student Achievement

Assessment and Evaluation

Assessments are done through a variety of formats; there are quizzes, tests, discussions, and assignments, self reflection, essays etc. that our teachers use for assessment. The final exam is a closed book, online test that is proctored and has a time limit. Students may also be required to appear on video for some assessments in certain courses.

Royal Ontario Academy's Assessment and Evaluation Policy aligns with Ministry guidelines, focusing on enhancing student learning through various methods:

- **Assessment for Learning:** Formative assessments that provide continuous feedback to guide instruction and help students improve.
- **Assessment as Learning:** Encourages student reflection and self-assessment to develop metacognitive skills.
- **Assessment of Learning:** Summative assessments that evaluate student learning at the end of a learning period.

By incorporating these methods, we ensure comprehensive evaluation, promote continuous learning, and support students in reaching their full academic potential.

Course Evaluation Breakdown

- **Term Work (70%):** Based on summative evaluations throughout the semester, including knowledge and understanding, thinking and investigation, communication, and application.
- **Final Summative (30%):** Conducted in the final third of the course, including an exam if applicable, evaluating the same criteria as term work.

Detailed course outlines will be provided at the beginning of each course.

Reporting Student Achievement

Royal Ontario Academy uses the Provincial Report Card, Grades 9-12, for formal reports. Students will receive two reports per course:

First Report: Reflects achievement and development during the first reporting period.

Final Report: Reflects overall achievement and development for the entire course.

Second Chance Protocol



In line with our goal to improve student learning, students will be given additional opportunities to demonstrate their understanding if they are not successful on their first attempt. The decision to provide these opportunities rests with the teacher's discretion and professional judgment.

Course Repetition

Only one credit is awarded if a course is repeated. For Grade 11 and 12 courses, an "R" will appear on the student's Ontario Student Transcript (OST) for the course with the lower mark.

Course Transfer Policy

Students enrolled in a course for less than a week without completing an assessment may request a transfer to another course. Only one course transfer per enrollment is allowed, and requests must be made within one week of initial enrollment. The decision of the Royal Ontario Academy Principal is final in all course transfer requests.

Course Completion

Students must complete their courses within 12 months. Those who do not meet this requirement will be removed from the course unless they can provide verified documentation of extenuating circumstances.

By maintaining regular attendance and active participation, students enhance their learning experience and increase their chances of academic success.

Diploma and Certificates

Compulsory Credit Requirements

To earn the OSSD, students must earn an Ontario Secondary School Diploma depends on the year you started Grade 9.

If you started Grade 9 in 2023 or in prior years, you must earn:

- 18 [compulsory credits](#)
- 12 [optional credits](#)



- the [literacy requirement](#)
- at least 2 [online learning credits](#)

If you started Grade 9 in 2024 or in later years you must earn:

- 17 [compulsory credits](#)
- 13 [optional credits](#)
- the [literacy requirement](#)
- at least 2 [online learning credits](#)

Everyone needs 40 hours of [community involvement activities](#) (volunteering) to get their high school diploma.

English language learners: You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. It does not matter what year you started Grade 9.

Your fourth credit must be a Grade 12 compulsory English course.

If you started Grade 9 in or before Fall 2023

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

Compulsory credits

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

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

The following also apply to compulsory credit selections.



- You can use the [Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices](#) course to meet the Grade 11 English compulsory credit requirement.
- You can use the [Grade 9 Expressions of First Nations, Métis, and Inuit Cultures](#) course to meet the compulsory credit requirement in the arts.

Group 1, 2 and 3 compulsory credits

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

Group 1

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

Group 2

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

Group 3

- science (Grade 11 or 12)
- technological education
- French as a second language
- computer studies



- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

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

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

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

Optional credits

You must earn 12 optional credits by successfully completing courses from your school's program and course calendar.

Optional credits may include up to 4 credits earned through approved [dual credit programs](#).

If you started Grade 9 in Fall 2024 and after

Note: Starting in September 2025, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 mathematics course. You will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma.

Adult learners: If you enter the secondary school system starting in the **2027–2028** school year or later, these requirements apply to you. You may meet these requirements through the [Prior Learning Assessment and Recognition \(PLAR\) for Mature Students](#) process.

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

Compulsory credits



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

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

The following apply to compulsory credit selections.

- You can use the [Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices](#) course to meet the Grade 11 English compulsory credit requirement.
- You can use the [Grade 9 Expressions of First Nations, Métis, and Inuit Cultures](#) course to meet the compulsory credit requirement in the arts.

STEM

-related course group

Of the 17 compulsory credits, you must complete 1 from the following group:

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

Optional credits

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



Optional credits may include up to 4 credits earned through approved [dual credit programs](#).

Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is a provincial requirement for all students to graduate with an Ontario Secondary School Diploma (OSSD). To accommodate students with special education needs, adjustments such as extended time, alternate formats (e.g., Braille, large print), scribing, or the use of assistive technology may be provided. English Language Learners (ELLs) can also receive special provisions, including additional time, the use of a bilingual dictionary, and clarification of instructions. In cases where a student is not ready to take the OSSLT, a deferral can be requested by the principal with parental consent, allowing the student to take the test at a later date. For students with exceptional circumstances who are unable to participate in the OSSLT, an exemption may be granted, though they must meet the literacy requirement through other means, such as completing the Ontario Secondary School Literacy Course (OSSLC).

Ontario Secondary School Literacy Course (OSSLC)

The OSSLC is available to students who have been eligible to write the OSSLT at least twice and have been unsuccessful at least once. This course is designed to help students acquire and demonstrate the cross-curricular literacy skills assessed by the OSSLT. Successful completion of the OSSLC fulfills the provincial literacy requirement for graduation. Accommodations and special provisions similar to those offered for the OSSLT are also available for students taking the OSSLC. The course can be adapted to meet the needs of students with special education needs, providing flexibility in instruction and assessment methods. Deferrals or exemptions are generally not necessary for the OSSLC, as it is designed to accommodate a wide range of learning needs. These provisions ensure that all students have a fair opportunity to meet the literacy requirement for graduation, regardless of their individual circumstances.

The Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) is available to students who leave school before earning the Ontario Secondary School Diploma (OSSD). To qualify, students must earn at least 14 credits, including 7 compulsory credits (2 in English, 1 in Canadian geography/history, 1 in mathematics, 1 in science, 1 in health/physical education, and 1 in the arts/technological education) and 7 optional credits.

Certificate of Accomplishment

The Certificate of Accomplishment is given to students who leave school before meeting the requirements for the OSSC or OSSD. This certificate is useful for those entering vocational programs, further training, or employment. If students return to school, they can update their transcripts but will not receive a new Certificate of Accomplishment; instead, they will earn the OSSC or OSSD upon meeting the necessary requirements.

Community Involvement

Students must complete 40 hours of community involvement in approved activities. Activities must contribute to the community and be performed for not-for-profit organizations.

Eligible community involvement activities must contribute to the community's well-being and be performed for not-for-profit organizations. If an activity is not on the approved list or explicitly ineligible, students must obtain prior approval from the principal. Examples of approved activities include:

- Assisting with events and councils in elementary schools
- Leading community-benefiting activities in secondary schools
- Volunteering at zoos, animal shelters, or farms
- Participating in arts and cultural events at galleries or libraries
- Supporting charitable organizations with events and clerical tasks
- Engaging in child/youth programs or volunteering at not-for-profit childcare centers
- Helping with community organizations, food banks, and shelters
- Providing community service to individuals in need
- Contributing to environmental projects like planting and recycling
- Volunteering at health agencies or blood donor clinics
- Supporting law enforcement-sponsored activities



- Involvement in political or religious organization events

These activities help students meet their community involvement requirements while gaining valuable experience and making meaningful contributions.

Credit System

Credit Definition

At Royal Ontario Academy, credits are awarded upon the successful completion of a course that adheres to the Ontario Ministry of Education guidelines, requiring a minimum of 110 instructional hours. The awarding of credits is the responsibility of the school principal.

Types of Courses

Grade 9

Destreamed Courses (D): Integrates essential concepts and diverse learning strategies, supporting all students in developing foundational skills and knowledge in core subjects. This approach fosters an inclusive learning environment, preparing students for a variety of post-secondary pathways while ensuring a smooth transition into higher grade levels.

Locally Developed Level (L): Emphasizes fundamental concepts, supporting students in their transition to high school. These courses are designed to help students build confidence and succeed in the secondary school environment.

Open Level (O): Suitable for all students, covering non-core subjects without a specific post-secondary destination. Open courses provide a broad range of knowledge and skills accessible to all learners.

Grade 10

Academic Level (D): Focuses on essential concepts and additional content, emphasizing theoretical understanding and abstract thinking alongside practical applications. Academic courses are designed to prepare students for university and college-level courses.

Applied Level (P): Concentrates on essential concepts with a hands-on, practical approach. These courses emphasize concrete applications of knowledge and skills, preparing students for college-level courses or direct entry into the workforce.

Locally Developed Level (L): Designed for students who need additional support in developing fundamental skills. Locally developed courses focus on essential concepts in a supportive environment, helping students build

confidence and succeed in high school. These courses often prepare students for workplace-level courses or applied courses in Grades 11 and 12.

Open Level (O): Suitable for all students, Open courses cover subjects outside the core curriculum, such as arts, physical education, and technology. These courses provide a broad range of knowledge and skills without being tied to a specific post-secondary pathway.

Grades 11 & 12 Courses:

University/College Courses (M): Prepares students for both college and university programs, providing a blend of theoretical and practical knowledge.

College Courses (C): Specifically designed to prepare students for college programs, focusing on practical, career-oriented skills.

Workplace Courses (E): Intended for students planning to enter the workforce directly after high school, emphasizing practical skills for employment.

Open Courses (O): Accessible to all students, fulfilling either compulsory or optional credit requirements without a specific post-secondary focus.

University Courses (U): Geared towards students aiming to pursue university programs, with a strong focus on theoretical knowledge and academic preparation.

Course Coding System

At Royal Ontario Academy, our course codes adhere to a standardized 5-character system established by the Ontario Ministry of Education. This system ensures consistency and clarity in course identification across all educational institutions.

First Character: Represents the subject area (e.g., M for Mathematics, S for Science, E for English).

Second and Third Characters: Specify the particular course within the subject area (e.g., CV for Calculus and Vectors, BI for Biology).

Fourth Character: Indicates the grade level, where 1 corresponds to Grade 9, 2 to Grade 10, 3 to Grade 11, and 4 to Grade 12.

Fifth Character: Designates the course level or pathway, such as D for Academic, P for Applied, O for Open, U for University, C for College, and M for University/College.



Courses of Study

Detailed course summaries for Royal Ontario Academy are available on our website at Royal Ontario Academy Catalogue. To request comprehensive course outlines, please email info@royalontarioacademy.com. We will arrange to send the information to you via email.

Ontario Curriculum Policy Documents

The courses offered at Royal Ontario Academy are developed in accordance with the requirements set by the Ontario Ministry of Education. For detailed information on Ministry course documents and Ontario Curriculum Policy documents, please visit the Ontario Ministry of Education website.

Grade 9 Courses

Exploring Canadian Geography, Grade 9 (CGC1W)

Course Description

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

Prerequisite: None

English, Grade 9, University (ENL1W)

Course Description

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to



society and increase their understanding of the importance of language and literacy across the curriculum.

Prerequisite: None

Core French, Grade 9 (FSF1D)

Course Description

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

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

Grade 9 Mathematics MTH1W

Description

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



Grade 9 Science SNC1W

Description

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

Prerequisite: None

Grade 10 Courses

Canadian History Since World War I, Grade 10 (CHC2D)

Course Description

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

Prerequisite: None



Grade 10 Civics and Citizenship CHV20

Description

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

Prerequisite: None

English, Grade 10, University (ENG2D)

Course Description

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

Grade 10 Career Studies GLC20

Description

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



their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

Grade 10 Core French FSF2D

Description

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

Note: The Ontario Ministry of Education requires that you complete a mandatory speaking component of this course for which you will upload audio and video files.

Prerequisite: FSF1P, or FSF1D, Grade 9 Core French

Grade 10 Principles of Mathematics MPM2D

Description

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

Prerequisite: Principles of Mathematics, Grade 9, Academic



Grade 10 Science SNC2D

Description

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

Prerequisite: Science, Grade 9, Academic or Applied

Grade 11 Courses

English, Grade 11, University (ENG3U)

Course Description

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

Canadian Literature, Grade 11, University (ETC3M)

Course Description

This course emphasizes the study and analysis of literary texts by Canadian authors for students with a special interest in Canadian literature. Students will study the themes, forms, and stylistic elements of a variety of literary texts representative of various time periods and of the diverse cultures and regions of Canada, and will respond personally, critically, and creatively to them.



Prerequisite: English, Grade 10, Academic or Applied

Core French, Grade 11, University (FSF3U)

Course Description

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

Prerequisite: Core French, Grade 10, Academic

Grade 11 Functions MCR3U

Description

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

Grade 11 Biology SBI3U

Description

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

Prerequisite: Science, Grade 10, Academic



Grade 11 Chemistry SCH3U

Description

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

Prerequisite: Science, Grade 10, Academic

Grade 11 Physics SPH3U

Description

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

Prerequisite: Science, Grade 10, Academic

Grade 11 Environmental Science SVN3M

Description

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

Prerequisite: Grade 10 Science, Applied or Academic



Grade 11 Forces of Nature: Physical Processes and Disasters CGF3M

Description

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

American History, Grade 11 (CHA3U)

Course Description

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

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

World History to the End of the Fifteenth Century, Grade 11 (CHW3M)

Course Description

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



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

The Individual and the Economy, Grade 11 (CIE3M)

Course Description

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

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

Grade 11 Understanding Canadian Law CLU3M

Description

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

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

World Religions and Belief Traditions: Perspectives, Issues and Challenges, Grade 11(HRT3M)

Description

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.



Prerequisite: None

Introduction to Anthropology, Psychology and Sociology, Grade 11 (HSP3M)

Course Description

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

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

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

Course Description

This course enables students to explore the concept of gender and how it influences identities, relationships, and social structures. Students will analyze the impact of gender on individuals and communities in historical and contemporary contexts and explore ways to challenge gender-based discrimination. The course encourages critical thinking about power, privilege, and equity, and prepares students for further studies in social sciences and humanities. It is designed to help students develop a deeper understanding of gender issues, both in Canada and globally.

Prerequisite: None

Introduction to Computer Science, Grade 11 University Preparation (ICS3U)

Course Description

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



explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related field.

Prerequisites: None

Philosophy: The Big Questions, Grade 11, University/College Preparation (HZB3M)

Course Description

This course encourages students to explore the fundamental questions that have intrigued humanity for centuries. Students will examine topics such as the nature of reality, knowledge, the self, and the ethical dimensions of human experience. By engaging with philosophical texts and developing critical thinking skills, students will learn to construct and evaluate arguments and to apply philosophical reasoning to contemporary issues. This course prepares students for postsecondary education in the humanities, social sciences, and related fields.

Prerequisite: None

Financial Accounting Fundamentals, Grade 11 (BAF3M)

Course Description

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



Grade 12 Courses

International Business Fundamentals , Grade 12 (BBB4M)

Course Description

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

Prerequisite: None

Business Leadership: Management Fundamentals, Grade 12 (BOH4M)

Course Description

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

Grade 12 Financial Accounting Principles BAT4M

Description

This course introduces students to advanced accounting principles applicable to financial accounting, focusing on financial statement analysis, partnerships, corporations, and decision-making processes. Students will learn how to analyze financial data, prepare financial statements, and understand the financial implications of business decisions. They will develop critical thinking and problem-solving skills through case studies and real-world applications.

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



Computer Science, Grade 12 (ICS4U)

Course Description

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

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

Communications Technology, Grade 12 (TGJ4M)

Course Description

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

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

English, Grade 12, University (ENG4U)

Course Description

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



Prerequisite: Grade 11 English, University Preparation

English, Grade 12, University (ETS4U)

Course Description

This course is for students who enjoy reading and discussing literature. Students will study and interpret a range of texts from different time periods, countries, and cultures, exploring how literature can be used to reflect and shape human experience. The course will also introduce students to literary criticism and theory, enhancing their ability to analyze texts. Students will develop their written and oral communication skills through a variety of assignments and presentations

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

Course Description

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze 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: Grade 11 English, University Preparation

OLC40 English, Grade 12, The Ontario Secondary School Literacy Course (OSSLC)

Description

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

Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who



have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

French, Grade 12, University (FSF4U)

Course Description

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

Prerequisite: Core French, Grade 11, University Preparation

Grade 12 Recreation and Healthy Active Living Leadership PLF4M

Description

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

Prerequisite: Any health and physical education course

Grade 12 Introductory Kinesiology PSK4U

Description

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



physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

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

First Nations, Métis and Inuit Governance in Canada, Grade 12 (NDG4M)

Course Description

This course explores aspects of First Nations, Métis, and Inuit governance in Canada as well as laws, policies, and judicial decisions that have affected and continue to affect the lives of Indigenous peoples in this country. Students will investigate historical and contemporary relations between First Nations, Métis, and Inuit communities and colonial, federal, and provincial/territorial governments and will develop their understanding of Indigenous rights in Canada. Students will examine how traditional values and cultural practices inform models of Indigenous governance and leadership as they explore strategies being used to revitalize and strengthen First Nations, Métis, and Inuit sovereignty, self-governance, and self-determination in Canada.

Prerequisite: Any Grade 11 university, university/college, or college preparation course in First Nations, Métis, and Inuit studies, Canadian and world studies, or social sciences and humanities

Contemporary Indigenous Issues and Perspectives in a Global Context, Grade 12 (NDW4M)

Course Description

This course examines global issues from the perspectives of Indigenous peoples. Students will explore the depth and diversity of Indigenous cultures, traditions, and knowledge. Students will consider how diverse Indigenous communities persevere despite current global environmental and economic trends, and will investigate topics such as identity, social justice, human rights, spirituality, resilience, and advocacy for change.

Prerequisite: Any Grade 11 university, university/college, or college preparation course in First Nations, Métis, and Inuit studies, Canadian and world studies, or social sciences and humanities



Grade 12 Canadian and International Law CLN4U

Description

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

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

Mathematics (Calculus and Vectors) MCV4U

Course Description

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).

Advanced Functions- MHF4U

Course Description

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

Grade 12 Biology SBI4U

Description

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

Prerequisite: Biology, Grade 11, University Preparation

Grade 12 Mathematics of Data Management MDM4U

Description

The Mathematics of Data Management course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates the expectations of the course. Students will also refine their use of the mathematical processes necessary for success in university programs in mathematics and in programs that lead to careers in fields such as business, the social sciences, and the biological sciences.

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation.



Grade 12 Chemistry SCH4U

Description

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

Prerequisite: Chemistry, Grade 11, University Preparation

Grade 12 Earth and Space Science SES4U

Description

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

Prerequisite: Science, Grade 10, Academic

Grade 12 Science SNCM4U

Description

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.



Prerequisite: Science, Grade 10, Academic, or any Grade 11 university, university/college, or college preparation course in science

Grade 12 Physics SPH4U

Description

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

Prerequisite: Physics, Grade 11, University Preparation

Visual Arts, Grade 12, University (AVI4M)

Course Description

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

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

Spatial Technologies in Action, Grade 12 (CGO4M)

Course Description

This course provides a foundation for students who are considering a career involving computer-based spatial technologies. Students will analyse and propose solutions to real-life issues related to spatial organization, such as determining transportation routes, appropriate locations for community services, or potential conservation and preservation areas. Students will extend their ability to use geographic information systems (GIS), global



positioning systems (GPS), and remote sensing and to create maps, charts, and graphs. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process to investigate various issues related to spatial organization.

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

The Environment and Resource Management, Grade 12 (CGR4M)

Course Description

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

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



World Geography: Urban Patterns and the Social, Economic, and Environmental Impacts, Grade 12 (CGU4U)

Course Description

The world's population is growing, it is moving and intermixing, and it is increasingly found in cities. This course explores these changes and the challenges that come with them. It investigates the forces that are shaping the world's communities, the patterns of interaction between them, the quality of life within them, and their impact on the world around them. Students will apply the concepts of geographic thinking, the geographic inquiry process, and spatial skills and technologies as they investigate issues related to population change and urban life and propose ways of enhancing the sustainability of communities around the world.

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

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

Course Description

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

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



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

Course Description

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

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

Analysing Current Economic Issues, Grade 12 (CIA4U)

Course Description

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

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

Canadian and World Politics, Grade 12 (CPW4U)

Course Description

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and



international political importance, and to develop and communicate informed opinions about them.

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

Nutrition and Health, Grade 12 (HFA4U)

Course Description

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

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

Families in Canada, Grade 12 (HHS4U)

Course Description

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

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



Challenge and Change in Society, Grade 12 (HSB4U)

Course Description

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

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



Philosophy: Questions and Theories, Grade 12 (HZT4U)

Course Description

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

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

Classical Civilization, Grade 12 (LVV4U)

Course Description

This course introduces students to the rich cultural legacy of the classical world. Students will investigate aspects of classical culture, including mythology, literature, art, architecture, philosophy, science, and technology, as well as elements of the ancient Greek and Latin languages. Students will develop creative and critical thinking skills through exploring and responding to works by classical authors in English translation and examining material culture brought to light through archaeology. They will also increase their communication and research skills by working both collaboratively and independently, and will acquire an understanding and appreciation of the interconnectedness of ancient and modern societies.

Prerequisite: English, Grade 10, Academic, or Classical Languages, Level 2, University Preparation

Equity and Social Justice: From Theory to Practice, Grade 12, University/College Preparation (HSE4M)

Course Description

This course enables students to develop an understanding of the theoretical, social, and historical foundations of equity and social justice in Canada and globally. Students will



examine power relations, systemic discrimination, and the impact of social identities on lived experiences. Through critical analysis and the exploration of case studies, students will learn to apply social justice principles to promote equity and inclusion. The course prepares students for postsecondary education and careers in fields such as social work, law, education, and public policy.

Prerequisite: Any university, college, or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies



World Geography: Urban Patterns and Population Issues, Grade 12 (CGU4M)

Course Description

The world's population is growing, it is moving and intermixing, and it is increasingly found in cities. This course explores these changes and the challenges that come with them. It investigates the forces that are shaping the world's communities, the patterns of interaction between them, the quality of life within them, and their impact on the world around them. Students will apply the concepts of geographic thinking, the geographic inquiry process, and spatial skills and technologies as they investigate issues related to population change and urban life and propose ways of enhancing the sustainability of communities around the world.

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

World Cultures Grade 12 (HSC4M)

Course Description

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

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

World History since the Fifteenth Century, Grade 12 (CHY4U)

Course Description

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



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

Experiential Learning

Royal Ontario Academy acknowledges the significant benefits of job shadowing and cooperative education, which allow learners to apply their knowledge and skills through practical experiences. However, we currently do not offer co-op based courses.

Reach Ahead Program

At Royal Ontario Academy, under certain conditions, elementary students may be given the opportunity to "reach ahead" and take secondary school courses. This option is designed for students who demonstrate the readiness and ability to take on more advanced coursework.

To enroll in a secondary course through the Reach Ahead program, the following steps must be taken:

1. Approval Process:

The principal of the student's elementary school, in collaboration with the principal of Royal Ontario Academy, will assess the student's readiness for the program. Parental consent is required before a student can enroll in a secondary course.

2. Evaluation and Credits:

Once enrolled, Royal Ontario Academy assumes responsibility for evaluating the student's achievement in the course.

Credits earned will be recorded and applied towards the student's Ontario Secondary School Diploma (OSSD).

3. Required Documentation:

Elementary students who wish to participate in the Reach Ahead program must submit the following with their registration:

Reach Ahead Enrollment Request: A completed form, which can be requested from the Royal Ontario Academy

Letter of Recommendation: A letter from the student's current school principal, endorsing their readiness for secondary-level coursework.



Most Recent School Report Card: To provide a record of the student's current academic performance.

This program is designed to support students in challenging themselves and advancing their education at a pace that matches their abilities. We encourage students and parents to discuss this option with their current school principal to determine if it is the right fit.

Prerequisites and Prerequisite Waivers, Exemptions, and Substitutions

Definition of Prerequisites

A prerequisite is a course that must be completed before a student can proceed to the next level in a subject area. When students enrol in a course at Royal Ontario Academy, they will be asked to demonstrate that they have met these prerequisite standards established by the Ontario Ministry of Education by submitting an Ontario Student Transcript or final report card.

Prerequisites for Grade 11 and 12 courses are outlined in the curriculum policy documents. Students must provide proof of completed prerequisites.

Prerequisite Waivers

Prerequisite Waiver Applications may be necessary for any of the following scenarios for mature students:

- Attended an Ontario high school prior to September 2000
- Never attended an Ontario high school
- Completed college or university courses
- Has relevant work-related experience

Our Principal will review the student's academic documentation to determine if they have covered topics similar to those included in the Ontario curriculum in the selected subject area. If approved, a student may be granted a waiver to enrol in their chosen course. This review usually only takes a few days.

Exemptions & Substitutions

In exceptional cases, mature students may request an exemption by contacting the Principal. Royal Ontario Academy will not offer substitutions for compulsory or



optional courses. Students are required to complete all compulsory and optional courses as specified in the Ministry of Education’s OSSD graduation requirements.

Withdrawals, Course Changes, PLAR’s and Refunds

Withdrawing from a Course

Students wishing to withdraw from a course must submit a formal request in writing to info@royalontarioacademy.com.

For students registered in Grade 9 and 10 courses, withdrawals can be made at any time and are not recorded on the Ontario Student Transcript (OST).

For students registered in Grade 11 and 12 courses, withdrawals made within 5 days of the issuance of the first report card from Royal Ontario Academy will result in the mark not being recorded on the Ontario Student Transcript (OST). Withdrawals after 5 days of the issuance of the first report card will result in a “W” being entered in the “Credit” column of the OST, along with the mark at the time of withdrawal.

In cases of extraordinary circumstances relating to a student’s withdrawal from a course, an “S” may be entered in the “Note” column on the OST.

Changing Course Type

Students can request a change in course type by following these steps:

Information Required:

- Name
- Contact Information (Address, Phone, Email)
- Date of Birth
- Last School Attended (Name and Year)
- Reason for Request
- Special Circumstances

Submission: Email the above information and your most recent transcript to info@royalontarioacademy.com.

Refund Policy



Royal Ontario Academy does not issue refunds. Within hours of enrolment, our team undertakes many tasks including activating the student account, completing the enrolment, contracting the teacher, tracking the enrolment for Ministry purposes, etc. Even if the student does not begin the course, a considerable amount of work has already been completed on behalf of the student.

Prior Learning Assessment and Recognition (PLAR) Policy

PLAR allows students to receive credits towards the Ontario Secondary School Diploma (OSSD) for knowledge and skills acquired outside the traditional classroom. Eligible students can challenge up to four credits per school year, with a maximum of 10 credits. The process involves an initial consultation, application submission, and appropriate assessments determined by the PLAR Committee.

Alternative Ways of Earning Credits

Students can earn high school credits through eLearning, Independent Learning Centre (ILC), and continuing education courses. Approval from the principal is required for these alternatives.

Student Records

Ontario Student Record (OSR)

The Ontario Student Record (OSR) is a comprehensive record of a student's educational progress in Ontario. As mandated by the Education Act, the principal of a school must collect, maintain, retain, transfer, and dispose of records for each enrolled student. The OSR is accessible only to supervisory officers, the principal, and teachers for instructional improvement. Students and their parents (if the student is under 18) must be informed about the OSR's purpose and content and have access to it.

If a student is enrolled in both Royal Ontario Academy and another Ontario secondary school, the OSR will be held by the school where the student takes the most courses. Royal Ontario Academy will manage the OSR for students exclusively pursuing their Ontario Secondary School Diploma (OSSD) through our courses, including report cards, Individual Education Plans (IEPs), community involvement records, and Ontario Secondary School Literacy Test (OSSLT) results.



Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is an official document issued by all Ontario schools, listing completed courses from grades 9 through 12, including successes and failures. The OST is stored in the OSR and maintained long after graduation. The school holding the OSR is responsible for updating the OST.

For students enrolled at Royal Ontario Academy, we will inform the OST-holding school of any completed courses and final achievements. Upon course completion, a final report card will be mailed to the student, and a copy will be sent to the OSR-holding school.

Students needing a certified copy of their OST should contact the guidance department of the school holding their OSR. For final marks submission to the Ontario University Application Centre (OUAC), students must email info@royalontarioacademy.com, providing their name, course and final mark, Ontario Education Number (OEN), and OUAC reference number

Supports and Resources

Royal Ontario Academy provides comprehensive support for course selection and post-secondary planning. This includes guidance and career education, support for English Language Learners and individual assistance

To support our students, we:

- Offer instructional and assessment accommodations for English Language Learners as needed.
- Integrate the Four Areas of Learning in Education and Career/Life Planning (Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, Achieving Goals and Making Transitions) into our courses.
- Provide individual assistance and short-term counseling upon request.
- Offer up-to-date information on post-secondary programs and admission requirements for college/university-bound students.
- Enable Grade 8 students to “Reach Ahead” to Grade 9 courses with the approval of their elementary school principal, allowing early exploration of academic interests.



- Communicate directly with the Ontario Universities Application Centre, Ontario College Application Service, and post-secondary institutions to ensure accurate reporting of student achievements.

Our commitment is to guide and support our students in every step of their educational journey, helping them reach their full potential.

These strategies and resources are designed to empower students and parents in making the best choices for the student's academic and career future

1. **Guidance Counseling:** Royal Ontario Academy offers personalized counseling to assist students and parents in understanding educational pathways, making informed course selections, and planning for post-secondary education.

We offer teacher support (teacher@royalontarioacademy.com), principal support (lori.deangelis@royalontario.com), and Moodle support (help.desk@royalontario.com)

2. **Parent Involvement:** Parents are encouraged to actively participate in their child's education planning. The school provides resources and guidance to help parents understand the course selection process and its impact on their child's future academic and career opportunities.
3. **Online Resources:** A variety of online resources, including educational websites and planning guides, are available to help students and parents navigate the course selection process. These resources include tips on choosing the right courses and understanding the prerequisites for advanced studies.
4. **Individual Pathways Plan (IPP):** Students are encouraged to develop and maintain an Individual Pathways Plan, which helps them set goals, track their progress, and make informed decisions about their education and career paths.
5. **Post-Secondary Planning Support:** The school provides up-to-date information on college and university programs, admission requirements, and scholarship opportunities, helping students make well-informed decisions about their post-secondary education.

Special Education



Students with behavioral, communicational, intellectual, physical, or multiple exceptionalities may require special education programs and services, including specialized instruction and assessments. Accommodations may include specific teaching strategies and assistive technology as outlined in the Ministry of Education's curriculum policy documents.

Intervention Strategies, Supports, and Programs for Student Success

Royal Ontario Academy is committed to ensuring the success of all students, including those at risk of not graduating. We offer a range of targeted intervention strategies, support systems, and programs designed to help students overcome challenges and achieve their academic goals. These include:

Early Identification and Monitoring: Regular assessments and attendance tracking to promptly identify students who may need additional support.

Personalized Learning Plans: Development of Individual Education Plans (IEPs) and Individual Pathways Plans (IPPs) to address the unique needs and goals of each student.

Academic Support Services: Access to tutoring to assist students in mastering course material

Counseling: Guidance counseling and peer support to provide ongoing academic and personal guidance.

Parental Engagement: Regular parent-teacher conferences and communication tools to keep parents involved in their child's educational journey.

Alternative Learning Options: Flexible scheduling, alternative education programs, and experiential learning opportunities to accommodate diverse learning needs.

By implementing these comprehensive strategies and programs, Royal Ontario Academy aims to support every student's journey toward graduation and lifelong success.

English Language Learners:

- **Learning Resources:** Visual materials, adapted texts, bilingual dictionaries, dual-language materials, and technology use.



- **Assessment Strategies:** Extra time, alternative strategies (oral interviews, learning logs, portfolios), and simplified language/instructions.

Accommodations are tailored to support students at early stages of learning English or with limited prior schooling.

Royal Ontario Academy is dedicated to supporting students in all aspects of their education, ensuring they are well-prepared for future academic and career endeavors.

Math and Science Labs

Science Labs:

The labs at Royal Ontario Academy are designed to provide students with immersive, hands-on experiences that complement theoretical knowledge. Students will explore various concepts and processes through a series of carefully curated simulations. These virtual labs allow students to engage in interactive experiments. Each lab is aligned with the Ontario Curriculum, ensuring that students not only meet but exceed the required learning outcomes. Our state-of-the-art simulations offer a safe and controlled environment for students to conduct experiments, fostering a deeper understanding of scientific principles and preparing them for future scientific endeavors.

Math Labs:

The Mathematics labs at Royal Ontario Academy are meticulously designed to provide students with practical, real-world applications of mathematical concepts. Through engaging simulations, students can explore a variety of topics ranging from systems of equations to calculus. Each simulation allows students to apply mathematical theories to solve complex problems, such as optimizing production processes, analyzing rates of change, or understanding the implications of derivatives in real-world scenarios. These labs offer a dynamic environment where students can manipulate variables, observe outcomes, and deepen their understanding of mathematical principles. Aligned with the Ontario Curriculum, these labs not only enhance students' problem-solving skills but also prepare them for advanced studies in mathematics and related fields.



Here is the list of online resources with associated links for students at Royal Ontario Academy:

1. **[Ontario Library Service](#)**: Access to e-books, audiobooks, and research databases through local library memberships.
2. **[OverDrive](#)**: Digital platform for accessing a vast collection of e-books and audiobooks through local libraries.
3. **[Project Gutenberg](#)**: Free access to over 60,000 classic literature and historical documents.
4. **[The Canadian Encyclopedia](#)** is a Comprehensive resource for information on Canadian history, culture, and significant figures.
5. **[ERIC \(Education Resources Information Center\)](#)**: Offers extensive educational research, articles, and information for students and educators.
6. **[JSTOR](#)**: Provides academic journal articles, books, and primary sources in a wide range of subjects.
7. **[National Film Board of Canada \(NFB\)](#)**: Access to a vast collection of Canadian documentaries, animations, and feature films for educational purposes.
8. **[Khan Academy](#)**: Offers free online courses, lessons, and practice in various subjects, including math, science, and humanities.
9. **[Coursera](#)**: Platform providing free and paid courses from universities worldwide in a wide range of subjects.
10. **[edX](#)**: Platform offering free and paid courses from universities around the world.

For further details, students can visit the respective websites or contact Royal Ontario Academy for more information.

Here is a list of community resources for students at Royal Ontario Academy

- **[211 Ontario](#)**: A comprehensive database of community and social services across Ontario, including health, housing, and education resources.
- **[Kids Help Phone](#)**: A 24/7 counselling and information service for young people in Canada, offering confidential support via phone, text, and live chat.

- **Youth Assisting Youth**: A peer mentorship program that matches youth aged 16-29 with young people aged 6-15 to help them achieve their potential.
- **Big Brothers Big Sisters of Canada**: Mentorship programs that pair young people with adult mentors to foster supportive relationships and positive youth development.
- **YMCA of Greater Toronto**: Provides a variety of youth programs, including leadership development, employment services, and health and wellness initiatives.
- **The Ontario Coalition of Rape Crisis Centres (OCRCC)**: A network of sexual assault centres across Ontario, offering counselling, support, and advocacy services.
- **City of Mississauga Youth Services**: Provides information on programs and services for youth, including recreation, employment resources, and support services in Mississauga.
- **Mississauga Public Health**: Offers a variety of health services and resources, including mental health support, immunization information, and community health programs in Mississauga.
- **Mental Health Helpline**: Provides free, confidential support and information about mental health services in Ontario.