

School Course Calendar 2026-2027

Table of Contents

Introduction.....	7
School Course Calendar – Defined.....	7
School Goal.....	7
Our Commitment	7
Our Philosophy.....	7
Remaining in School Until Age 18 or OSSD	7
School Organization.....	8
Continuous Entry and Exit Model	8
Mid Term and Final Report Cards	8
Virtual Learning - Hardware and Software Requirements.....	8
Do students need any additional resources (i.e., textbooks)?	9
Rights and Responsibilities	9
Student Responsibilities	9
Teacher Responsibilities.....	9
Parents/Guardians Responsibilities	9
School Policies	10
Academic Integrity	10
Honesty in Academic Work:	10
Proper Citation Practices:	10
Collaboration Guidelines:	10
Attendance Policy.....	10
Definition of Attendance	10
Weekly Engagement Expectation.....	10
How Attendance and Participation Is Assessed	11
Tracking	12
Learning Logs	12
Excused Absences and Approved Interruptions	12
Students with an IEP.....	12
Non-engagement and Re-engagement	12
Student Supports	12
Cheating and Plagiarism	13

Code of Conduct.....	15
Appropriate Computer Use.....	15
Confidentiality.....	15
Curriculum Planning, Assessment and Review	16
Evaluation and Examination	17
Late and Missed Assignments Policy	19
Ontario Student Record (OSR)	20
Ontario Student Transcripts (OST)	20
Parent Communication	21
Privacy and Intellectual Property	22
Refund Policy.....	24
Reach Ahead Program.....	24
Prior Learning Assessment and Recognition (PLAR)	24
Regular Ontario Day School Students (Grades 9–12).....	25
Transfer Students (Home School, International, Out-of-Province/Out-of-Territory).....	25
Mature Students (18+)	25
Royal Ontario Academy as Home School (Diploma-Granting School).....	27
Required Documentation	28
Additional Supporting Evidence (Mature Students and/or Limited Transcripts).....	28
Equivalency (Credit Review) Procedure.....	29
Challenge (Test for Credit) Procedure (Grades 10–12, Where Eligible).....	29
Substituting Compulsory Courses	29
Fees and Administrative Services	30
Tutoring and Academic Support	31
Waiving Prerequisite	32
Course(s) Withdrawal	33
Changing Course Types	33
Experiential Learning (Cooperative Education and Job Shadowing).....	33
Other Ways of Earning Credits	34
Understanding the Ontario Secondary School Diploma System and Courses	34
Course Types for Grades 9 and 10	34
Course Types for Grades 11 and 12	35

Course Coding System	35
OSSD Graduation Requirements.....	35
Financial Literacy Graduation Requirement.....	39
Ontario Secondary School Literacy Test (OSSLT)	40
Ontario Secondary School Literacy Course (OSSLC)	40
The Ontario Secondary School Certificate	40
Certificate of Accomplishment	41
Community Involvement.....	41
Community Involvement Requirements	41
Eligible Activities	41
Supports and Resources	42
Guidance Counseling:	43
Parent Involvement:.....	43
Online Resources:.....	43
Individual Pathways Plan (IPP):	43
Post-Secondary Planning Support:	43
Special Education.....	43
Intervention Strategies, Supports, and Programs for Student Success	44
Early Identification and Monitoring	44
Personalized Learning Plans	44
Academic Support Services.....	44
Counseling	44
Parental Engagement	44
Alternative Learning Options.....	44
English Language Learners	44
Interactive Online Learning Activities	45
Computer Labs and Resource Centre or Library	45
Online and Community Resources Available.....	45
Courses of Study	46
Accessing the Outlines of the Courses of Study	46
Accessing Ontario Curriculum Policy Documents	47
Grade 9 Courses	47

Exploring Canadian Geography, Grade 9 (CGC1W)	47
English, Grade 9 (ENL1W)	47
Core French, Grade 9 (FSF1D)	47
Mathematics, Grade 9 (MTH1W)	48
Science, Grade 9 (SNC1W)	48
Drama, Grade 9 (ADA1O)	48
Healthy Active Living Education, Grade 9 (PPL1O)	48
Grade 10 Courses	49
Canadian History Since World War I, Grade 10 (CHC2D)	49
Civics and Citizenship, Grade 10 (CHV2O)	49
English, Grade 10 (ENG2D)	49
Career Studies, Grade 10 (GLC2O)	49
Core French, Grade 10 (FSF2D)	50
Principles of Mathematics, Grade 10 (MPM2D)	50
Science, Grade 10 (SNC2D)	50
Drama, Grade 10 (ADA2O)	51
Healthy Active Living Education, Grade 10 (PPL2O)	51
Digital Technology and Innovations in the Changing World, Grade 10 (ICD2O)	51
Communications Technology, Grade 10 (TGJ2O)	51
Grade 11 Courses	52
English, Grade 11 (ENG3U)	52
Canadian Literature, Grade 11 (ETC3M)	52
Core French, Grade 11 (FSF3U)	52
Functions, Grade 11 (MCR3U)	52
Functions and Applications, Grade 11 (MCF3M)	53
Biology, Grade 11 (SBI3U)	53
Chemistry, Grade 11 (SCH3U)	53
Physics, Grade 11 (SPH3U)	53
Environmental Science, Grade 11 (SVN3M)	54
Forces of Nature: Physical Processes and Disasters, Grade 11 (CGF3M)	54
American History, Grade 11 (CHA3U)	54
World History to the End of the Fifteenth Century, Grade 11 (CHW3M)	54

The Individual and the Economy, Grade 11 (CIE3M)	55
Understanding Canadian Law, Grade 11 (CLU3M)	55
World Religions and Belief Traditions: Perspectives, Issues and Challenges, Grade 11(HRT3M)	55
Introduction to Anthropology, Psychology and Sociology, Grade 11 (HSP3M)	55
Gender Studies, Grade 11 (HSG3M)	56
Introduction to Computer Science, Grade 11 (ICS3U)	56
Philosophy: The Big Questions, Grade 11 (HQB3M)	56
Financial Accounting Fundamentals, Grade 11 (BAF3M)	56
Drama, Grade 11 (ADA3M)	56
Healthy Active Living Education, Grade 11 (PPL3O)	57
Entrepreneurship: The Venture, Grade 11 (BDI3C)	57
Grade 12 Courses	57
International Business Fundamentals, Grade 12 (BBB4M)	57
Business Leadership: Management Fundamentals, Grade 12 (BOH4M)	57
Financial Accounting Principles, Grade 12 (BAT4M)	58
Computer Science, Grade 12 (ICS4U)	58
Communications Technology, Grade 12 (TGJ4M)	58
English, Grade 12 (ENG4U)	58
Studies in Literature, Grade 12 (ETS4U)	59
English - The Writer's Craft, Grade 12 (EWC4U)	59
OLC4O English, The Ontario Secondary School Literacy Course, Grade 12 (OSSLC)	59
French, Grade 12 (FSF4U)	59
Recreation and Healthy Active Living Leadership, Grade 12 (PLF4M)	60
Introductory Kinesiology, Grade 12 (PSK4U)	60
First Nations, Métis and Inuit Governance in Canada, Grade 12 (NDG4M)	60
Contemporary Indigenous Issues and Perspectives in a Global Context, Grade 12 (NDW4M)	61
Canadian and International Law, Grade 12 (CLN4U)	61
Mathematics - Calculus and Vectors, Grade 12 (MCV4U)	61
Mathematics - Advanced Functions, Grade 12 (MHF4U)	61
Mathematics of Data Management, Grade 12 (MDM4U)	62
Foundations for College Mathematics, Grade 12 (MAP4C)	62
Biology, Grade 12 (SBI4U)	62

Chemistry, Grade 12 (SCH4U)	62
Earth and Space Science, Grade 12 (SES4U).....	63
Science, Grade 12 (SNC4M)	63
Physics, Grade 12 (SPH4U).....	63
Visual Arts, Grade 12 (AVI4M).....	63
Spatial Technologies in Action, Grade 12 (CGO4M).....	64
The Environment and Resource Management, Grade 12 (CGR4M).....	64
Canada: History, Identity, and Culture, Grade 12 (CHI4U).....	64
World Issues: A Geographic Analysis, Grade 12 (CGW4U)	65
Analysing Current Economic Issues, Grade 12 (CIA4U)	65
Canadian and International Politics, Grade 12 (CPW4U)	65
Nutrition and Health, Grade 12 (HFA4U)	66
Families in Canada, Grade 12 (HHS4U)	66
Challenge and Change in Society, Grade 12 (HSB4U)	66
Philosophy: Questions and Theories, Grade 12 (HZT4U)	66
Classical Civilization, Grade 12 (LVV4U)	67
Equity and Social Justice: From Theory to Practice, Grade 12 (HSE4M)	67
World Geography: Urban Patterns and Population Issues, Grade 12 (CGU4M)	67
World Cultures, Grade 12 (HSC4M)	68
World History since the Fifteenth Century, Grade 12 (CHY4U)	68

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 using 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 provide 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.

Remaining in School Until Age 18 or OSSD

In Ontario, students are required to remain in secondary school until they reach the age of 18 or until they earn the Ontario Secondary School Diploma (OSSD), whichever comes first. Royal Ontario Academy supports this requirement by helping every student stay enrolled, engaged, and progressing toward graduation. For students under 18 who are working toward the OSSD, we monitor course activity, communicate with students and parents or guardians about progress, and provide the supports needed to keep students on a path to completion.

School Organization

Continuous Entry and Exit Model

Royal Ontario Academy operates on a continuous entry and exit model, allowing for flexible start dates and self-paced progress. The standard time to complete a course is six months from the date of enrolment. Students who need additional time may request an extension in consultation with the Principal, and extensions are granted with the Principal's approval. Extensions related to an Individual Education Plan or an approved accommodation are provided as a matter of course and are documented. Students are responsible for communicating their anticipated completion dates to their teachers and for working toward those timelines. We support student learning year-round, offering education for all twelve 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.

Virtual Learning - Hardware and Software Requirements

Students should have the following minimum hardware and software requirements to access the Royal Ontario Academy courses:

Hardware	Software	Browser
A Windows PC running a currently supported version of Windows (Windows 10 or newer), or	A PDF reader (such as Adobe Acrobat Reader)	A current version of Mozilla Firefox, or
A Mac running a currently supported version of macOS, or	A word processing application (such as Microsoft Word, Google Docs, or a comparable office suite)	A current version of Microsoft Edge, or
A Chromebook running a current version of ChromeOS	Spreadsheet software and an equation editor, included in most standard office suites	A current version of Safari, or
At least 8 GB of RAM		A current version of Google Chrome
A reliable high-speed internet connection		
A working webcam and microphone (required for proctored exams)		

Do students need any additional resources (i.e., textbooks)?

Every student needs access to a desktop computer or laptop with high-speed internet and word processing software.

Any additional course-specific resources (i.e., calculators, software downloads, etc.) are listed on the individual course outline pages on our website.

All Royal Ontario Academy online course content is contained within our Moodle learning management system, so no textbooks are required. For English courses and some social science/humanities courses, students may be required to locate copies of novels and plays that are readily available at public libraries or bookstores.

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 in a timely manner.
- Actively participate in the learning and assessment process.
- Communicate with teachers about difficulties.
- Inform parents about course progression and achievement.
- Inform the Principal, in advance where possible or as soon as possible, of any week they are unable to log in or attend to their studies.
- Attend confirmed exam and test dates and times.

Teacher Responsibilities

- Expect students to actively participate in their learning
- Use professional judgment when assessing and evaluating student achievement.
- Provide multiple and varied opportunities for students to demonstrate their learning.
- 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, attendance requirements, assessment methods, due dates, and timelines for work submission.
- Receive updates on their child's performance.
- Have phone or virtual meetings with Principal 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

Academic Integrity

At Royal Ontario Academy, we are committed to creating a community that values integrity, honesty, and ethical conduct among all students, faculty, and staff.

Honesty in Academic Work:

- Students are expected to complete and submit their own work with originality.
- Acts of plagiarism, cheating, and other forms of academic dishonesty are strictly prohibited.

Proper Citation Practices:

- All academic work must include proper citations.
- Students should follow the referencing styles as directed by their courses.

Collaboration Guidelines:

- Collaboration on projects must receive prior approval from instructors.
- Any violations of the Integrity Policy will be addressed through disciplinary actions, which may include but are not limited to:
 - Formal warnings or reprimands
 - Re-doing assignments or examinations
 - Suspension or expulsion from the academy

Attendance Policy

At Royal Ontario Academy, our flexible asynchronous model allows students to learn at their own pace. Beginning in the 2026-2027 school year, attendance and participation form part of every student's final mark, as required by the Ministry of Education. It is worth 15% of the final grade in Grade 9 and 10 courses and 10% in Grade 11 and 12 courses.

Definition of Attendance

In an asynchronous course, attendance is demonstrated through regular engagement, not physical presence. We measure engagement on a weekly basis, and we look at engagement across the student's whole program rather than course by course. A student who is active in any of their Royal Ontario Academy studies during a given week is considered present for that week. This ensures that course load and pace are never penalized, whether a student is full time or part time, or taking one course or several at once.

Weekly Engagement Expectation

Students are expected to be active in their studies at least once every seven days during the active phase of a course, and to show genuine course activity such as progressing through lessons, submitting work, completing tasks, attempting assessments, taking part in required check-ins, responding to feedback, or communicating with the school. A login with no activity does not count as engagement.

How Attendance and Participation Is Assessed

Attendance reflects consistent weekly engagement across the student's program, and participation reflects the quality of that engagement within each course. Because Royal Ontario Academy is asynchronous, the seven-day engagement window is our equivalent of the Ministry's measure of classes missed, and the two rubrics below set out how each level is determined. The levels carry the Ministry's mark ranges: Level 4 (80 to 100%), Level 3 (70 to 79%), Level 2 (60 to 69%), Level 1 (50 to 59%), and Below Level 1 (under 50%).

Attendance

Courses are divided into seven-day engagement windows. In each window the student is expected to access the course, complete activities that advance their learning, and complete an activity log at the end of a unit noting where they concentrated their efforts that week. A window in which the student does none of these, and has not been excused, counts as a missed attendance window.

Attendance	Level 4	Level 3	Level 2	Level 1	Below Level 1
Weeks (7-day windows) missed without an excused reason	0 to 1 missed	2 missed	3 missed	4 missed	5 or more missed

Participation

Participation is assessed against the following criteria, each considered across the same levels:

What we look for	Level 4	Level 3	Level 2	Level 1	Below Level 1
Finishing the graded and ungraded activities while moving through the course (interactive tasks, reflections, quizzes, assignments, and the learning log)	Consistently	Generally	Occasionally	Infrequently	Does not
Adding helpful posts to discussions and giving classmates useful, respectful feedback	Consistently	Generally	Occasionally	Infrequently	Does not
Taking part in optional online school activities when offered (events, tutoring, advising, etc.)	Consistently	Generally	Occasionally	Infrequently	Does not
Replying when the teacher or the school reaches out	Consistently	Generally	Occasionally	Infrequently	Does not
Using feedback to improve their work, on rewrites and going forward	Consistently	Generally	Occasionally	Infrequently	Does not

The teacher considers the participation criteria together with the tally of unexcused attendance windows to determine the level and the corresponding mark.

The mark is reported at two points. At the midterm, issued when the student reaches the halfway point of the course, it reflects engagement to that point. At the final, issued at completion, it reflects engagement across the whole course. A student who begins slowly and then engages consistently is assessed on that improvement.

Tracking

Royal Ontario Academy monitors engagement through course access and last-access records, activity and assignment completion, participation in required discussions and check-ins, progress through learning activities, and the student's Learning Log. Course progress percentage on its own is not used to measure attendance, since it reflects pace rather than presence.

Learning Logs

Students complete a Learning Log on an ongoing basis, adding a dated entry each time they complete a unit or a work session, recording the unit, brief notes, and the hours spent. The log captures effort completed offline as well as online. It is reviewed at both the midterm and the final and informs the attendance and participation mark for each reporting period. Entries should be made as the student progresses rather than reconstructed later.

Excused Absences and Approved Interruptions

Approved reasons include illness and other unavoidable circumstances, a family emergency, a technical difficulty, inclement weather, cultural or holy days, and other reasons approved by the Principal, as set out in Ontario's enrolment register instructions.

Students with an IEP

Where a student has an Individual Education Plan or an approved accommodation, the accommodation is applied first and the student is assessed against their accommodated expectations.

Non-engagement and Re-engagement

This process applies to the second scenario, where a student stops logging in or progressing in a course and has not contacted the Principal to request an excused absence. Every step below assumes a student who is not responding and who has not had an absence approved. Our aim is always to re-engage the student, and any restriction on access is temporary and lifted once a re-engagement plan is in place.

- At seven days of inactivity, an absence is recorded and the school follows up directly with the student.
- If the student does not respond within 72 hours of that follow-up, the Principal emails the parent or guardian, where the student is under 18.
- If the student still does not respond or return to the course by the third week, their online access is temporarily disabled until they arrange a virtual meeting with the Principal to set a re-engagement plan.

Once the student meets with the Principal and a re-engagement plan with clear timelines is in place, online access is restored and the student is supported in getting back on track.

Separately, each week of unexcused, unresponsive absence is recorded as an absence and counts toward the student's attendance and participation grade, in line with the levels set out above.

Student Supports

Royal Ontario Academy offers tutoring and academic support, technical support for platform access, and academic guidance for time management and study strategies.

Cheating and Plagiarism

At Royal Ontario Academy (ROA), we are dedicated to upholding the highest standards of academic integrity. Cheating and plagiarism undermine the educational process and violate the trust within our academic community. This policy outlines the definitions, examples, and consequences associated with these violations:

Cheating:

Using unauthorized materials, information, or assistance in any academic exercise. This includes, but is not limited to, unauthorized collaboration, use of unauthorized devices or resources during assessments, and any form of dishonesty in academic work.

Plagiarism:

Presenting another person's ideas, words, or work as one's own without proper acknowledgment. This encompasses copying text without citation, paraphrasing without credit, and using someone else's work without appropriate attribution.

Before determining any response, ROA staff use professional judgment guided by the four factors from Growing Success (2010, p.43): (1) intent and scope of the misconduct, (2) history/frequency, (3) age, maturity, and individual needs (e.g., IEP/ELL/extenuating circumstances), and (4) impact on learning and the validity of the evidence. Marking guidance: Achievement grades reflect valid evidence of learning. Behavioural aspects are reported in Learning Skills/Work Habits unless misconduct invalidates the evidence.

Examples of Cheating

- Copying from another student's exam or assignment.
- Using unauthorized notes, devices, or online resources during an examination.
- Submitting identical or substantially similar work for credit in multiple courses without prior approval.
- Collaborating on assignments intended to be completed individually without explicit permission from the instructor.
- Employing unauthorized assistance, including artificial intelligence tools, to complete academic work without instructor approval

Examples of Plagiarism

- Copying text, images, or data from a source without proper citation.
- Paraphrasing another's work without appropriate acknowledgment.
- Submitting work purchased or obtained from another individual or entity as one's own.
- Incorporating AI-generated content into assignments without proper disclosure and citation.

Use of Artificial Intelligence (AI) Tools The integration of AI tools in academic work is subject to the following guidelines:

- **Instructor Approval:** Students must obtain explicit permission from their instructors before utilizing AI tools for any academic work.
- **Disclosure and Citation:** Any use of AI-generated content must be clearly disclosed and properly cited in accordance with the referencing styles directed by the instructor. Failure to do so will be considered a violation of academic integrity.

- **Ethical Use:** AI tools should be used to enhance learning and creativity, not to replace original student work. Over-reliance on AI without proper understanding is discouraged, as it may hinder the learning process.

Continuum of responses (examples):

- **Academic:** redo or alternate task under supervision; citation correction with partial credit for new evidence; oral defense; 'not evaluable' until valid evidence is produced; zero only if the student fails to provide any valid evidence after a reasonable opportunity or evidence is irretrievably invalid.
- **Behavioural/Educative:** restorative conversation; academic-integrity module; parent/guardian contact; Learning Skills notation; administrative action for severe/repeated cases

Accessibility & supports:

ROA provides accommodations and supports consistent with a student's IEP/ELL needs during any reassessment

Procedure & Records

Teacher identifies concern → meets the student → applies the four factors → selects proportionate response(s) → communicates outcome. A brief note of the decision and rationale is filed in the school record; serious cases involve administration and parent/guardian

Appeals Process

Students who believe they have been wrongly accused of cheating or plagiarism have the right to appeal:

- Appeals must be submitted in writing to the principal within ten business days of the decision.
- The appeal will be reviewed by an academic integrity committee, and the student will be notified of the outcome in writing

Follow-Up Interviews

To ensure the authenticity of student work and comprehension of the material, students may be required to participate in follow-up interviews with their instructor or Principal.

Possible Interview Topics:

- Explaining the research process and source selection.
- Describing the development of ideas without reliance on AI-generated content.
- Discussing key points from presentations without reference materials.
- Reflecting on learning outcomes and encountered challenges.

Inability to adequately explain one's work may result in the requirement to redo the assignment or a reduction in grade.

Student Responsibilities:

- Retain all drafts, outlines, and notes related to assignments.
- Maintain a research log detailing key sources and their application.
- Be prepared for discussions to verify understanding when requested.

Code of Conduct

Royal Ontario Academy is dedicated to maintaining a safe, supportive, and respectful educational environment where all members of the community are valued. Outlined below are the expectations for student behavior, digital citizenship, and academic integrity and serves as a guide for ensuring a positive and secure virtual learning space.

Commitment to Respect and Safety

Respect, courtesy, and responsible behavior are fundamental values at Royal Ontario Academy. All students are expected to treat others with kindness and consideration, fostering an atmosphere where everyone can learn and grow without fear of harm or discrimination.

Zero-Tolerance Policy on Bullying, Harassment, and Discrimination

The Academy maintains a zero-tolerance stance on bullying, harassment, discrimination, or any actions that compromise the safety or well-being of others. Such behaviors will be promptly addressed by the principal, with consequences that may include:

- Counseling and support interventions
- Parental involvement
- Suspension or expulsion from the Academy
- Involvement of law enforcement or other authorities, when warranted

Upholding Academic Integrity

Students are expected to demonstrate honesty and integrity in their academic work. Academic misconduct will be addressed in accordance with the Academy's policies, with potential consequences aimed at reinforcing ethical standards.

Appropriate Computer Use

The following Appropriate Computer Use section is the school's Acceptable Use Policy.

Students must adhere to the Appropriate Computer Use Policy to ensure that the Learning Management System (LMS) and other digital resources are used solely for educational purposes. Misuse of technology, including engaging in illegal activities, cyberbullying, or accessing inappropriate content, is strictly prohibited.

Digital Safety and Responsible Citizenship

- To maintain a secure virtual environment, students should:
- Protect their personal information and the privacy of others
- Report any suspicious, harmful, or inappropriate online activities to school authorities
- Use digital tools and platforms responsibly, ensuring that interactions remain respectful and constructive

Confidentiality

- Royal Ontario Academy maintains a commitment to protecting the privacy and confidentiality of its students.
- *Communication with Parents or Legal Guardians*

For students under the age of 18, ROA may communicate with parents or legal guardians regarding the student's academic progress, course enrolment, and other relevant matters.

- *Communication with External Institutions*
ROA may communicate with a student's home school or applicable post-secondary institutions as necessary to support the student's academic goals. This may include sharing relevant academic information or records to facilitate credit transfer, admissions, or program completion.
- *Consent for Communication (Students 18 and Over)*
Students aged 18 and over will receive a request to provide explicit permission allowing ROA to communicate with third parties, including parents, guardians, or other individuals. Without this consent, ROA will not disclose any information to third parties.
- *Third-Party Access to Student Information*
Through the ROA website and learning management system, students may access approved third-party educational resources to enhance their learning experience. ROA will only share basic information, such as the student's name and email address, with these organizations for the purpose of account creation or access to services.
- By using third-party websites or platforms through ROA's systems, students agree to comply with the privacy policies and terms of service of those organizations. ROA encourages students to review the policies of third-party providers to understand how their data may be used. ROA is committed to ensuring that all student information shared with third parties is limited to what is necessary and handled with the utmost confidentiality.

Curriculum Planning, Assessment and Review

- Outlined below are the principles and guidelines that govern curriculum planning, implementation, assessment, and review at the academy.
- All courses offered at Royal Ontario Academy are aligned with the Ontario Curriculum, ensuring that all curriculum expectations set out in the curriculum policy documents are fully accounted for in instruction and linked to course content.
- The curriculum is designed to develop students' intellectual, physical, emotional, and social abilities, fostering well-rounded individuals prepared for lifelong learning and responsible citizenship.
- The curriculum promotes equity and inclusivity, ensuring that all students, regardless of their background or abilities, have access to quality education and the opportunity to succeed.
- All assessments and evaluations are directly aligned with the curriculum expectations. They are designed to measure student achievement of the knowledge, skills, and competencies outlined in the curriculum policy documents.
- A variety of assessment methods are used, including formative assessments to guide instruction and summative assessments to evaluate student learning at the end of a unit or course.
- Students receive timely and constructive feedback on their progress. Assessment results are communicated clearly to students and parents through regular report cards and parent-teacher conferences.
- The curriculum is regularly reviewed and updated to reflect new educational research, changes in societal needs, and advancements in technology. The review process involves input from teachers, students, parents, and administration.

- The principal is responsible for overseeing the implementation of the curriculum policy, ensuring compliance with ministry guidelines, and supporting teachers in curriculum delivery.
- Royal Ontario Academy is committed to continuous improvement in curriculum delivery. Feedback from the curriculum review process is used to make necessary adjustments and enhance the overall quality of education.

Evaluation and Examination

Royal Ontario Academy is committed to a fair and rigorous evaluation process that accurately reflects student learning and achievement. Beginning in the 2026-2027 school year, and in keeping with the Ministry of Education's mandatory assessment and evaluation requirements for Grades 9 to 12, every course mark is made up of three parts: classroom work completed throughout the course, a mandatory final evaluation, and attendance and participation.

Grades 9 and 10

Component	Weight
Classroom work completed throughout the course	65%
Mandatory final evaluation	20%
Attendance and participation	15%

Grades 11 and 12

Component	Weight
Classroom work completed throughout the course	65%
Mandatory final evaluation	25%
Attendance and participation	10%

Composition of the final evaluation. The final evaluation is broken down by subject in line with Ministry Tables 1 and 2. In English, Mathematics, and Science, it is a single written exam, worth 20% in Grades 9 and 10 and 25% in Grades 11 and 12. In several other subjects it is split between a written exam and a culminating task. Locally developed compulsory courses, workplace and open courses, and certain subject areas are exempt from the mandatory written exam and instead complete a final evaluation such as a project, presentation, or portfolio. Each course outline states the composition that applies to that course.

Written exams. All written final exams are booked in advance with Principal approval and completed online under live proctoring with identity verification. The booking steps and the full proctoring requirements are set out under Scheduling and Proctoring Options below. The EQAO Grade 9 mathematics assessment follows its own schedule where applicable.

Attendance and participation. This component is assessed and reported under the school's Attendance Policy. It is reported at the midterm and again at the final, and it follows the Ministry's levels. Full details are set out in that policy.

Continuous Assessment

Student performance is evaluated through a combination of assignments, quizzes, projects, participation, and other formative assessments throughout the course.

Feedback is provided regularly to help students understand their progress and areas for improvement.

Final Evaluation

A final evaluation, which may include an exam, project, or culminating activity, is conducted at the end of each course. This final evaluation is designed to assess the student's overall understanding and mastery of the course material.

Proctoring Options

All final exams are completed online under live proctoring by video call. The proctor verifies the student's identity at the start of the exam and monitors the session throughout. Students must have:

- A government-issued photo ID (passport, driver's licence, or provincial health card).
- A reliable internet connection, a working webcam and microphone, and a quiet, private space.
- Only the device they are writing the exam on. No notes, textbooks, or other electronic devices are permitted.

Final exams are two hours in length. No breaks are permitted except for documented accessibility accommodations arranged in advance.

Scheduling

The Ministry requires written final exams to take place during a designated exam period. Because Royal Ontario Academy operates on continuous entry with rolling start dates, it has no single fixed exam period; each student's proctored written exam is scheduled individually as their equivalent of that period, and Growing Success permits inspected private schools to proctor final exams online. Once the culminating task is submitted and the instructor confirms the student is cleared to book, the student contacts Royal Ontario Academy administration to request an exam date and time, at least five business days before the intended date. Administration confirms the date, provides proctoring details, and requests identification, and the Principal approves and unlocks the exam in Moodle once the booking is confirmed. Students should not attempt to access the final exam before receiving booking confirmation.

Security and Integrity

The security measures implemented ensure the integrity of the examination process, verifying that the student's work is their own and that no unauthorized assistance is used during the exam. Throughout each course, teachers regularly review student work to verify that submitted work belongs to the student enrolled in the course.

Students are required to follow all exam instructions and protocols. Any breach of these protocols may result in academic penalties, including a failing grade for the exam or the course.

Academic Honesty

By adhering to these guidelines, Royal Ontario Academy upholds the highest standards of academic honesty and reliability in our examination procedures. Students are expected to conduct themselves with integrity throughout the evaluation process.

Appeals

If a student believes that an exam or evaluation was conducted unfairly, they may appeal the decision. The appeal must be submitted in writing to the Royal Ontario Academy Principal within ten days of receiving the exam results. The appeal will be reviewed, and a final decision will be made within two weeks.

Reporting Student Achievement

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

- Mid-Term Report: Reflects achievement and student progress at the course's halfway point.
- Final Report: Reflects overall achievement and development for the entire course.

Late and Missed Assignments Policy

Royal Ontario Academy (ROA) offers flexible asynchronous learning, but students are expected to engage regularly with their coursework and make steady progress toward course completion. This section outlines expectations for assignment completion, procedures for missed assignments, and requirements related to confirmed and scheduled final exams.

Assignment Expectations

- Students are expected to remain on track in their courses by completing assignments regularly. ROA courses are designed so that each lesson and unit must be completed before progressing to the next stage of the course.
- Teachers may provide suggested timelines to support a student's shared academic goals and deadlines. Even though there are no strict assignment deadlines in ROA's asynchronous learning model, there are certain levels of engagement expected by students as outlined in the ROA Attendance Policy.

Missed Assignments

- Because course content is completed in sequence, students who do not complete required assignments are prevented from progressing in the course until the outstanding work is submitted.
- If a student is unable to complete coursework for an extended period, they should inform their teacher as soon as possible to discuss the situation and develop a plan for catching up.
- Teachers will work with students who are falling behind by providing guidance, support, and strategies for time management where appropriate.

Extensions and Catch-Up Plans

- Because there are no strict assignment deadlines, students may submit coursework at any time during their enrolment in the course if their progress is consistent and aligned with ROA's Attendance Policy which outlines the level of engagement expected by students.

Final Exam Scheduling

- Where a course requires a proctored final exam, students are responsible for attending their confirmed and scheduled final exam session.

Missed Confirmed Final Exams:

- If a student does not attend a final exam that has been confirmed and scheduled by Royal Ontario Academy, a supplemental administrative fee of **\$50** will apply to any additional rescheduled final exam.
- Students should notify the school as soon as possible if an emergency or exceptional circumstance may affect their ability to attend a scheduled final exam.

Ontario Student Record (OSR)

An OSR will only be created for students whose designated day school is Royal Ontario Academy. If a student is enrolled in another Ontario high school that serves as their designated day school, that school will maintain responsibility for the OSR. The OSR will include the student's identification information, academic records, and any other relevant documents as stipulated by the Ontario Student Record Guideline. The OSR will contain, but is not limited to, the following documents: report cards, the Ontario Student Transcript (OST), the Ontario Secondary School Literacy Test (OSSLT) results, community involvement records, and any special education documentation.

Access to the OSR is restricted to the student, their parents/guardians (if the student is under 18), and authorized school personnel. Requests for access to the OSR must be made in writing and will be granted in accordance with the Ontario Student Record Guideline.

Ontario Student Transcripts (OST)

- To ensure compliance with the Ontario Student Transcript Manual, 2013, and maintain accurate and up-to-date records for every student, Royal Ontario Academy established the following procedure for the maintenance, issuance, and storage of Ontario Student Transcripts (OST).
- If the student is enrolled full-time with Royal Ontario Academy, the academy will maintain and update their Ontario Student Transcript (OST) as the official record of their academic achievements, starting from Grade 9 onwards.
- The OST will be updated to reflect the student's achievement in each course, including successful and unsuccessful attempts. All courses taken, including credits earned, repeated courses, and withdrawals, will be recorded.
- The principal will verify the accuracy of the OST entries regularly to ensure they reflect the student's achievements accurately. Discrepancies or errors will be corrected immediately upon discovery.
- Students or their guardians can request an OST by submitting a written request to the principal. Requests should include the student's full name, date of birth, Ontario Education Number (OEN), and the specific purpose of the transcript request. Upon receiving a request, the administrative office will prepare the OST within 10 business days. The OST will be printed on official transcript paper and signed by the principal or designated authority. The OST will be provided to the student or guardian in a sealed envelope to ensure its integrity. If requested, the OST can be mailed directly to educational institutions, employers, or other relevant parties.

However, if the student is not full-time with Royal Ontario Academy (e.g., they are taking individual courses as a part-time student), the following applies:

Part-Time Students:

Royal Ontario Academy will provide detailed records of the student's achievements (e.g., final grades and credits earned) to their day school. The day school is responsible for maintaining and updating the student's OST.

Requesting an OST from the Day School:

Students who are not full-time at Royal Ontario Academy must request their OST directly from their day school, which acts as the central authority for their academic records.

Parent Communication

The Royal Ontario Academy is committed to fostering strong partnerships with parents and guardians through consistent, open, and effective communication. This policy outlines the Academy's approach to keeping parents informed and engaged in their child's education, addressing academic progress, attendance, behavior, and other significant matters.

Parents will be contacted under the following circumstances:

Academic Performance: Teachers will notify parents if a student is excelling, struggling, or showing significant improvement, including recommendations for additional support or enrichment.

Attendance Concerns: In alignment with the Attendance policy, parents will be informed of irregular attendance patterns, such as frequent or unexplained absences, and any potential impact on the student's progress.

Behavioral Issues: Parents will be promptly notified if a student displays behaviors that disrupt the learning environment, breach the Code of Conduct, or raise safety concerns.

Program or Course Changes: Any updates related to a student's course enrolment, program modifications, or significant policy changes affecting their education will be communicated to parents.

Emergencies: In the case of emergencies affecting a student, parents will be contacted immediately using the contact information provided in the student's records.

Royal Ontario Academy is committed to maintaining the privacy and confidentiality of students and families. All communication will adhere to the school's privacy policy, ensuring that sensitive information is protected and handled appropriately.

Parents may request access to their child's course materials by submitting a formal request to the school administration. Upon approval, they will be granted access to the Learning Management System (LMS) to view course content, assignments, and progress, ensuring they can actively support their child's educational journey.



Privacy and Intellectual Property

Royal Ontario Academy (ROA) is committed to safeguarding the privacy, security, and intellectual property of all students, clients, associates, and visitors to our website. This policy outlines how we collect, use, maintain, disclose, and protect information, and governs the intellectual property rights associated with our content.

Information Collection and Use

This Privacy Policy governs the collection, use, and sharing of information by ROA, applicable to all products and services provided through the ROA website and associated platforms.

Personal Information

We may collect personal information such as name, email address, mailing address, and phone number from users when they visit or register on our website, complete forms, or engage in other activities and services. Users can choose to visit the site anonymously, but refusal to provide personal information may limit access to certain features.

Non-Personal Information

ROA may collect non-personal information about users, such as browser type, operating system, and connection details, to enhance site functionality and improve the user experience.

Login Tracking for Academic Integrity and Student Success

For the purposes of ensuring academic integrity and supporting student success strategies, ROA tracks login times and user locations. This information is used to monitor compliance with our academic policies, detect any irregularities, and provide tailored support to enhance the learning experience.

Cookies and Web Analytics

Our site may use cookies to enhance user experience. Users can choose to disable cookies through their browser settings, although some site features may not function optimally if cookies are refused.

We use web analytics tools, such as Google Analytics, to monitor and analyze website traffic. These tools use cookies to collect data in an anonymous form. Users can opt out of these analytics by adjusting their browser settings or by using the Google Analytics opt-out tool.

Use of Collected Information

- ROA collects and uses personal information for the following purposes:
- To operate and manage our website
- To track login times and user locations to ensure academic integrity and promote student success
- To improve customer service by responding to inquiries and requests
- To personalize the user experience by understanding how our users interact with the site

- To process payments and fulfill service orders
- To send periodic emails with updates, service information, or responses to user inquiries
- To enhance our products, services, and overall user experience through feedback

Protection of Information

We implement robust data protection measures, including SSL-secured communication channels and encryption, to protect personal information from unauthorized access or disclosure. Sensitive data exchanges are conducted securely, and our site complies with PCI vulnerability standards.

Sharing of Personal Information

ROA does not sell, trade, or rent personal information to third parties. We may share limited, non-identifiable demographic information with trusted business partners or service providers for specific purposes, such as sending newsletters or surveys, with prior user consent.

Location Information

We may request location data to personalize certain features of our website, such as fee calculations on the Registration page. This information is used internally or with third-party providers to customize the user experience.

Intellectual Property

ROA either owns the intellectual property rights for all underlying HTML, text, audio clips, video clips, and other content on our website, or has obtained permission from the owner of the intellectual property to use it where applicable. Except where otherwise indicated, copyright belongs to ROA.

Our website is intended to provide general information, and we do not warrant the quality, accuracy, or completeness of any information on the website. ROA does not accept responsibility for any loss or damage incurred as a result of relying on information found on this site.

Authorization and Limited License

- ROA grants users a limited license to view, display, and use the content of the site on a computer, tablet, or mobile device, and to print or download content under the following conditions:
- Modification of the content is strictly prohibited
- The associated copyright notice and this limited license must be included and displayed on each copy
- Commercial use of any content is strictly prohibited

- Duplication or appropriation of source code is strictly prohibited.

Refund Policy

At Royal Ontario Academy, we do not issue refunds once a student is enrolled. Immediately following enrolment, our administrative team initiates several processes, including activating the student's account, completing enrolment documentation, assigning a teacher, setting up electronic and physical records, and tracking enrolment for Ministry reporting purposes. These tasks are undertaken even if the student does not begin the course, and therefore, the fees paid are non-refundable.

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. Only elementary students in Grade 8 or those entering the summer before Grade 9 are eligible to enrol in up to 3 courses in the Reach Ahead program.

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

- Complete the Reach Ahead Enrolment Request form
- Submit a written endorsement, either in the form of a letter or an email, from the student's current teacher, principal or guidance counselor
- Attach the student's most recent school report card to the application.

The Royal Ontario Academy principal reviews the student's academic record, the letter of recommendation, and the enrolment request form.

A final decision is made by the Royal Ontario Academy Principal

Prior Learning Assessment and Recognition (PLAR)

Royal Ontario Academy recognizes that students may have completed learning outside of Ontario secondary schools. Prior Learning Assessment and Recognition (PLAR) is a way for Royal Ontario Academy to recognize learning students have already completed outside of Ontario high school, so students may be able to earn high school credits toward their Ontario Secondary School Diploma (OSSD) without repeating the same learning.

PLAR can happen in two ways:

1. Equivalency (Credit Review) - The school reviews the student's transcripts and documents from another school, country, or program to determine which Ontario credits the student may already have.
2. Challenge (Test for Credit) - The student demonstrates their knowledge through an assessment (such as a test, project, or interview) to earn a Grade 10–12 credit without taking the full course.

PLAR rules depend on the type of student. Below is a simple summary for:

- Regular Ontario day school students
- Transfer students (home school, international, or outside Ontario)
- Mature students (18+)

Regular Ontario Day School Students (Grades 9–12)

PLAR is limited for regular day school students because Ontario expects students to benefit from the full secondary school program.

Challenge credit limits (Grades 10–12):

- Up to four (4) total credits may be earned by challenging Grade 10–12 courses.
- Up to two (2) challenge credits may be earned in the same subject area.

Transfer Students (Home School, International, Out-of-Province/Out-of-Territory)

For transfer students, the principal may grant equivalency credits following a review of prior schooling. For example, an international student who has completed Grades 9, 10, and 11 may be granted up to twenty-three (23) equivalency credits toward the OSSD (subject to review).

All transfer students must still meet Ontario graduation requirements, including the Ontario Secondary School Literacy requirement and at least 40 hours of community involvement activities (volunteering).

Mature Students (18+)

A mature student is a student who is at least 18 years of age on or before December 31 of the school year in which they register and who has been out of school for at least one year. Mature students are working toward an OSSD. Mature students may earn some of the 30 credits required for the OSSD through PLAR, based on a principal's review and assessment.

Mature student credit considerations:

- Up to sixteen (16) Grade 9 and 10 credits may be granted through an individual assessment (no challenge option for Grade 9/10).
- Up to ten (10) Grade 11 and 12 credits may be granted through equivalency and/or challenge.
- Mature students must earn at least four (4) Grade 11/12 credits by taking courses under Ministry policy. To issue an ROA-granted OSSD, ROA requires a minimum of six (6) credits earned at ROA, of which at least four (4) must be Grade 11 or Grade 12 credits.

Credit Equivalency Table

#	Previous Secondary Schooling Completed	Min. Credits to Earn at ROA	Max. Equivalency Credits (PLAR)	Notes
1	1 year completed (e.g. Grade 9)	22	8	Student placed at Grade 9 equivalency. Must still earn 22 credits to complete the 30-credit OSSD. Community involvement: the Principal has

				discretion to set how many hours a mature student completes, which may be fewer than 40.
2	2 years completed (e.g. Grade 10)	14	16	Student placed at Grade 10 equivalency. Must still earn 14 credits to complete the 30-credit OSSD. Community involvement: the Principal has discretion to set how many hours a mature student completes, which may be fewer than 40.
3	3 years completed (e.g. Grade 11)	7	23	Student placed at Grade 11 equivalency. Must still earn 7 credits to complete the 30-credit OSSD. Community involvement: the Principal has discretion to set how many hours a mature student completes, which may be fewer than 40.
4	More than 3 years completed	6	24	Although Ministry policy requires only a minimum of 4 Grade 11 or Grade 12 credits where a student has no previous Ontario credits, ROA requires a minimum of 6 credits earned at ROA to issue an ROA-granted OSSD, of which at least 4 must be Grade 11 or Grade 12 credits. Maximum equivalency in this scenario is 24 credits. Community involvement: the Principal has discretion to set how many hours a mature student completes, which may be fewer than 40.

Mature students (at least 18 years of age and out of school for at least one year) are assessed under the Ministry's PLAR for Mature Students process. The provisions noted in the summary below apply to mature students as set out in Ministry policy.

For mature students, the standard 40-hour community involvement requirement does not automatically apply. The Principal has discretion to set how many hours a mature student completes based on their circumstances, which may be fewer than 40, and mature students should discuss this with the Principal during admission.

Graduation Requirements Summary

Total Credits Required	30 credits in total. The combination of PLAR equivalency credits and credits earned at ROA always equals 30.
Literacy Requirement	Met through the Ontario Secondary School Literacy Test (OSSLT) or, where applicable, the Ontario Secondary School Literacy Course (OLC40). Because the OSSLT must be written in person under proctored conditions, students studying from outside Ontario are generally unable to sit it. Mature students may enrol in OLC40 directly, and other students who cannot access the in-person OSSLT are enrolled in OLC40 at the principal's discretion where it is in the student's best educational interest. ROA confirms each student's literacy pathway at enrolment.
Community Involvement	The 40-hour community involvement requirement applies to all students earning the OSSD. The Principal has discretion to set how many hours a

	mature student completes based on their circumstances, which may be fewer than 40, and mature students should discuss this with the Principal during admission. ROA advises each student on eligible activities at enrolment.
Online Learning	Satisfied automatically, since all ROA courses are delivered fully online.
Financial Literacy	Applies to students who entered Grade 9 in 2025-2026 or later, completed through Grade 10 Career Studies beginning in 2026-2027. Students who completed Grade 10 before 2026-2027 are not required to complete it. Mature and adult learners entering in 2028-2029 or later complete it through PLAR for Mature Students. ROA confirms how it applies at enrolment.
PLAR Assessment and Credit Recognition	The PLAR assessment is provided at the time of admission, free of charge on the understanding that the student will complete all of their remaining OSSD credits at ROA. If a student instead earns some of their remaining credits at another school and asks ROA to recognize them toward an ROA-granted OSSD, a one-time credit recognition fee of \$250 applies to cover the cost of assessing and recognizing those credits.

ROA provides the PLAR equivalency assessment at the time of admission, at no cost on the understanding that the student will complete their remaining OSSD credits with ROA. A student is always free to earn credits at another Ontario inspected or publicly funded school. Where a student chooses to complete some of their remaining credits elsewhere and asks ROA to recognize those credits toward a diploma granted by ROA, a one-time \$250 credit recognition fee applies to cover the cost of assessing and recognizing those credits. This fee applies only to ROA's recognition of outside credits for an ROA-granted diploma. It does not affect a student's right to their own records: any credits ROA has already granted, along with the Ontario Student Record, will be forwarded to another school on request in accordance with Ministry requirements.

Royal Ontario Academy as Home School (Diploma-Granting School)

Full-time students are those who intend to earn their Ontario Secondary School Diploma through Royal Ontario Academy as their home school. A full-time student plans to complete their remaining requirements with ROA and is either not enrolled in an Ontario day school or plans to withdraw from their current school to study with ROA.

Part-time students remain registered at another school and are not asking ROA to issue their diploma. This includes students taking a few courses with ROA while attending another school, and students upgrading their marks. For part-time students, the day school holds the OSR and grants the diploma, and ROA reports final grades and credits earned to that school.

Royal Ontario Academy will act as a student's home school and grant the Ontario Secondary School Diploma (OSSD) only when the student is enrolled with ROA as their designated day school and ROA holds the student's Ontario Student Record (OSR) and Ontario Student Transcript (OST). As the diploma-granting school, ROA is responsible for confirming that every graduation requirement has been met, including all credit, compulsory credit, literacy, online learning, and community involvement requirements, before the OSSD is issued.

To begin the process of becoming a student's home school, ROA requires the student to register for at least three credits. Once a student is enrolled in three or more credits, the Principal will request the student's records and begin transferring

the Ontario Student Record from the previous school. ROA does not begin this transfer process for students registered in only one or two credits.

To act as the home school and grant the OSSD, ROA requires that a student earn a minimum of six (6) credits by successfully completing courses delivered and taught by ROA. These six credits must be earned through ROA instruction. Credits granted through Prior Learning Assessment and Recognition (PLAR), equivalency for prior schooling, or courses completed at other schools do not count toward this minimum, although they continue to count toward the 30 credits required for the OSSD.

This requirement reflects ROA's commitment to academic integrity and to granting a diploma only where the school has provided meaningful instruction and can properly confirm the student's achievement. It is an ROA enrolment condition set by the school. It is not a Ministry graduation requirement, it does not limit a student's right to earn an OSSD, and it does not affect a student's right to their own records.

In plain terms, the six-credit minimum is how we get to know you and your work well enough to stand behind the diploma we grant and to confirm to the Ministry that you have met every graduation requirement. It is not a barrier to earning your OSSD. If you only need a few credits, you are welcome to take them with us part-time, and your own school grants your diploma using the grades we report to them.

Students who do not meet this minimum, or who prefer that another school grant their diploma, are welcome to enrol in individual ROA courses on a part-time basis. In that case the student's day school maintains the OSR and grants the diploma, and ROA reports final grades and credits earned to the day school for entry on the OST. Any credits ROA has already granted, together with the OSR where ROA holds it, will be forwarded to another school on request in accordance with Ministry requirements.

Required Documentation

Students must provide sufficient, official, and verifiable documentation for PLAR consideration. Documentation may include:

- Official academic transcripts (preferred)
- Course descriptions/syllabi or curriculum outlines (when available)
- Report cards or credit summaries
- Identification details needed for verification (as requested by administration)

Additional Supporting Evidence (Mature Students and/or Limited Transcripts)

When transcripts are limited, incomplete, or do not fully demonstrate learning, ROA may consider additional evidence, particularly for mature students. Work experience does not automatically grant credits but may strengthen the PLAR file when it clearly demonstrates learning connected to Ontario curriculum expectations.

Recommended supporting documents (if available):

- Resume/CV with job titles, duties, dates, and key skills
- Employer reference letter (on letterhead where possible)
- Job descriptions, training records, or performance evaluations

- Certificates and credentials (e.g., WHMIS, First Aid/CPR, safety training, industry certifications)
- Portfolio samples (projects, reports, designs, presentations, code, or other work examples)

Equivalency (Credit Review) Procedure

For equivalency review, the typical process includes:

1. **Transcript Submission:** Students submit official academic transcripts and any requested supporting documents.
2. **Course Matching:** The principal reviews prior coursework and determines Ontario-equivalent credits.
3. **Credit Allocation:** Ontario secondary school credits are granted where equivalencies are supported by evidence.
4. **Placement and Planning:** Students are guided to complete remaining required Ontario credits toward the OSSD.

Challenge (Test for Credit) Procedure (Grades 10–12, Where Eligible)

Where challenge for credit is permitted and approved, the student must demonstrate achievement through an assessment process appropriate to the course. The assessment may include a test, project, performance task, interview, or a combination of methods.

ROA will:

- Confirm eligibility and applicable limits prior to proceeding.
- Identify the assessment format and success criteria aligned to Ontario curriculum expectations.
- Record the outcome and, if successful, grant the applicable credit.

Substituting Compulsory Courses

This policy outlines the conditions and procedures under which compulsory courses may be substituted for students at Royal Ontario Academy. Royal Ontario Academy allows the substitution of up to three compulsory courses with other courses that meet the student's educational goals and needs. These substitutions must align with the Ministry of Education guidelines and ensure that students receive a well-rounded education.

A student may be eligible for a compulsory course substitution where the substitution promotes and enhances the student's learning or responds to the student's educational needs, goals, and interests. Examples of circumstances that may support a substitution include the following:

Special Education Needs: The student has an Individual Education Plan (IEP) that specifies the need for a course substitution.

Advanced Standing: The student has demonstrated advanced knowledge or skills in a subject area and would benefit from taking a more challenging or specialized course.

Scheduling Conflicts: The student has unavoidable scheduling conflicts that prevent them from taking a required course.

Personal Circumstances: The student has personal circumstances, such as health issues or relocation, that necessitate a course substitution.

The substitute course must be of equivalent educational value and rigor to the compulsory course it replaces. All course substitutions must be approved by the principal and align with Ministry of Education guidelines. Course substitutions cannot be applied retroactively to courses already completed or in progress.

Fees and Administrative Services

Royal Ontario Academy (ROA) strives to provide a simple, straightforward, and affordable tuition fee structure. ROA's fee model is based on:

- Transparency and predictability for families
- Keeping tuition affordable by including essential administrative services
- Charging only when additional requests create extra administrative workload beyond what is normally included

Services Included in Each Course Fee

For each enrolled course, the course fee includes the following services at no additional cost:

Documents/Reports

- One (1) enrolment letter
- One (1) mid-term report
- One (1) final report
- Two (2) OST reports (mid-term and final)

Assessment

- One (1) proctored final exam attempt (where a proctored final exam is required)
- Grading and assessments of all unit and lesson quizzes, assignments and tests

If a student requests extra documents or services beyond what is included in the course fee, and the request results in additional administrative time or processing beyond standard support, a supplementary administrative fee may apply.

Where applicable, a standard administrative fee (typically \$50 per request) may be charged for additional administrative services such as:

- Additional or duplicate official documents/reports beyond those included in the course fee
- Special processing or re-issuance of documents (when not due to ROA error)
- Additional assessment administration beyond what is included (e.g., additional proctored arrangements or additional attempts), where permitted and approved
- **Courier charges.** Students are responsible for the cost of any courier charges for physical documents sent on their behalf, currently \$120 for international students and \$60 for domestic students. These charges are separate from the course fee.

Credit recognition: The PLAR equivalency assessment is normally provided at no cost. A \$250 credit recognition fee applies only where a student earns some of their remaining OSSD credits at another school and asks ROA to recognize those credits toward an ROA-granted diploma. Any challenge-for-credit assessments, where offered, are arranged and charged separately.

Tutoring and Academic Support

Royal Ontario Academy (ROA) is committed to supporting student success in an asynchronous learning environment. All ROA courses are delivered in an **asynchronous format**, allowing students to study when and where it is most convenient and to progress at their own pace. This flexible approach requires:

- consistent weekly engagement,
- strong time management and self-discipline,
- independent learning skills, and
- timely communication with ROA staff when support is needed.

Teacher Feedback and Student Responsibility

ROA teachers provide detailed written feedback on assignments, tests, and projects to help students learn, grow, and improve. Feedback is a key part of the learning process and is intended to guide students toward stronger future performance.

Teachers aim to provide feedback in a timely manner, generally within 24–72 hours of submission.

Feedback timelines may be longer on weekends, and on statutory holidays.

Students are expected to:

- carefully read and review all teacher feedback,
- apply the feedback to future submissions, and
- use feedback to address recurring errors, improve skills, and strengthen achievement.

ROA teachers invest significant time and professional effort in providing individualized feedback. Students who do not review or implement feedback may experience slower progress and repeated mistakes that affect achievement.

ROA provides standard academic support to all students, which may include:

- clarification of assignment expectations and course requirements,
- responses to course-related questions (within reasonable limits),
- guidance to appropriate course resources, and
- academic progress monitoring and check-ins when needed.

This support is designed to help students move forward independently and does not include continuous real-time instruction.

Live Virtual Tutoring

At a student's or parent/guardian's request, ROA can offer live one on one virtual tutoring sessions for students who need extra help beyond standard academic support. For some students, this level of support may be strongly

recommended (or required as part of an academic support plan) depending on their learning style—similar to having a coach who helps a student stay motivated, focused, and on track.

Tutoring sessions are personalized to meet each student's needs and can be scheduled at mutually convenient times. However, live tutoring is an additional paid service and must be arranged in advance.

Live tutoring may be strongly recommended (or required as part of an academic support plan) when a student:

- frequently requests ongoing real-time help beyond reasonable course support,
- continues to struggle despite written guidance and teacher feedback,
- is significantly behind pace and requires intensive support to complete the course, and/or
- needs consistent real-time instruction to understand expectations, feedback, or course content.

ROA will communicate recommendations clearly and work with the student/parent/guardian to determine appropriate next steps including the cost of this additional support.

Waiving Prerequisite

This section outlines the circumstances and procedures under which prerequisites for courses at Royal Ontario Academy may be waived for students. It ensures that students with the necessary skills and knowledge to succeed in a course, despite not having completed the standard prerequisites, have the opportunity to enrol.

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.

Royal Ontario Academy recognizes that students may acquire equivalent knowledge and skills through various means, including prior coursework, independent study, or work experience. In such cases, prerequisites for specific courses may be waived to facilitate the student's academic progression.

A student may qualify for a prerequisite waiver if they meet one or more of the following conditions:

- **Equivalent Prior Coursework:** The student has successfully completed coursework at a recognized institution that covers the same or similar content as the required prerequisite.
- **Demonstrated Competency:** The student demonstrates, through testing or a portfolio review, that they possess the knowledge and skills intended to be provided by the prerequisite course.
- **Relevant Professional or Life Experience:** The student possesses work experience, volunteer activities, or other life experiences directly related to the course content, demonstrating they have already acquired the necessary competencies.
- **Exceptional Academic Performance:** The student has a strong academic history, coupled with endorsements from academic advisors or instructors, showcasing their ability to succeed without the prerequisite.
- **Ontario High School Attendance Prior to September 2000:** The student attended an Ontario high school before September 2000 and may have covered equivalent material through the curriculum offered at that time.

- **Non-Ontario High School Background:** The student has never attended an Ontario high school, and their academic record from another region or country demonstrates the equivalent prerequisite knowledge.
- **Completion of Post-Secondary Courses:** The student has completed relevant courses at the college or university level, which satisfy the content covered by the prerequisite course.
- **Work-Related Expertise:** The student has substantial work-related experience in a field directly connected to the prerequisite material, indicating they have already acquired the necessary understanding.

Course(s) Withdrawal

This policy outlines the procedures and implications for students wishing to withdraw from courses in Grades 11 and 12 at Royal Ontario Academy. It aims to ensure that students make informed decisions about their course enrolments while maintaining academic integrity and accountability. Royal Ontario Academy recognizes that there may be circumstances where a student needs to withdraw from a course.

Before withdrawing from a course, the student must consult with a Royal Ontario Academy staff member to discuss the reasons for withdrawal, potential alternatives, and the impact on their academic progress and future plans.

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 mid term 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 mid term 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.

Changing Course Types

Royal Ontario Academy recognizes that a student may need to change the type of a course, for example moving between a University (U) and a University/College (M) course, to better match their pathway and postsecondary goals.

Before a course type is changed, the student must consult with a Royal Ontario Academy Principal to confirm that they meet the prerequisites for the new course, that the change supports their graduation and postsecondary plans, and that it fits within Ministry requirements. All course type changes must be approved by the Principal.

Course type changes follow the same timing rules as course withdrawals. For Grade 9 and 10 courses, a change can be made at any time and is not recorded on the Ontario Student Transcript (OST). For Grade 11 and 12 courses, a change made within 5 days of the issuance of the midterm report card will not be recorded on the OST. A change made after 5 days of the issuance of the midterm report card will result in the original course being recorded on the OST in the same manner as a withdrawal, with a "W" entered in the "Credit" column along with the mark at the time of the change.

Experiential Learning (Cooperative Education and Job Shadowing)

As a fully online, asynchronous school, Royal Ontario Academy does not currently offer cooperative education placements or job shadowing programs, as these require supervised, in-person workplace experience. Students who wish to earn cooperative education credits should arrange these through their designated day school. Royal Ontario Academy does embed career and life planning throughout its courses, drawing on the four areas of Education and Career/Life Planning

(Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, and Achieving Goals and Making Transitions), so that students connect their learning to postsecondary and career pathways.

Other Ways of Earning Credits

Royal Ontario Academy delivers all of its courses through online learning, and credits earned at ROA count toward the Ontario Secondary School Diploma. Students may also earn OSSD credits in other ways. ROA recognizes credits earned at other Ontario Ministry-inspected or publicly funded schools, and through the Prior Learning Assessment and Recognition (PLAR) process described above. Eligible Grade 8 students may earn Grade 9 credits through our Reach Ahead program. Students may also earn credits through other Ministry-approved learning opportunities, such as continuing education and e-learning courses or the TVO Independent Learning Centre, and apply them toward the diploma. Where a student combines credits earned at another school with an ROA PLAR assessment toward an ROA-granted OSSD, the \$250 credit recognition fee described in the Prior Learning Assessment and Recognition section applies. Students who plan to earn credits outside ROA should speak with the school first to confirm the credits will be recognized and will fit their graduation plan.

Understanding the Ontario Secondary School Diploma System and Courses

The Ontario secondary school program operates on a credit system, where full-credit courses comprise 110 instructional hours. A credit is awarded by the principal on behalf of the Ministry of Education upon successful completion of a course. The curriculum is organized into different types of courses, enabling students to align their education with their strengths, interests, and goals.

Course Types for Grades 9 and 10

Grade 9 Courses

De-streamed Courses: Since 2021, Grade 9 courses in core subjects such as English, mathematics, science, French, and geography are de-streamed to provide a unified learning experience for all students.

Locally Developed (L): Designed for students needing additional support, these courses focus on fundamental concepts and skills.

Open Courses (O): These are accessible to all students and cover non-core subjects, such as arts and physical education.

Grade 10 Courses

Academic (D): Emphasizes theoretical knowledge, abstract thinking, and some practical applications, preparing students for university-level courses.

Applied (P): Focuses on essential concepts and practical applications, preparing students for college or direct workforce entry.

Locally Developed (L): Provides additional foundational support, often leading to workplace preparation courses.

Open Courses (O): Encompasses a range of subjects outside the core curriculum.

Course Types for Grades 11 and 12

University Preparation (U): Focused on academic skills and theoretical knowledge required for university admission.

College Preparation (C): Emphasizes career-oriented skills for college programs.

University/College Preparation (M): Combines academic theory and practical skills for university or college programs.

Workplace Preparation (E): Focuses on hands-on skills for entering the workforce.

Open Courses (O): Available to all students for broad-based knowledge and skill development.

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.

For example, MCV4U is the Grade 12 Calculus and Vectors mathematics course.

OSSD Graduation Requirements

To earn the Ontario Secondary School Diploma (OSSD), the requirements depend on the year a student started Grade 9.

Students who started Grade 9 in 2023 or in prior years must earn:

18 [compulsory credits](#)

12 [optional credits](#)

the [literacy requirement](#)

at least 2 [online learning credits](#) (for students who started Grade 9 in 2020-21 or later)

complete a minimum of 40 hours of community involvement activities

Students who started Grade 9 in 2024 or in later years must earn:

17 [compulsory credits](#)

13 [optional credits](#)

Pass the [literacy requirement](#)

at least 2 [online learning credits](#)

complete a minimum of 40 hours of [community involvement activities](#).

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.

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

Students who started Grade 9 in 2023 or earlier need the following to earn the OSSD.

Compulsory credits

- Students 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, students 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 a student has taken Native languages in place of French as a second language in elementary school, they 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

Students 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.

Students who started Grade 9 in 2024 or in later years need the following to earn the 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, students 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

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

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

Online Learning Requirement — Process (PPM 167, full-time students)

Students who began Grade 9 in 2020–21 or later must earn two teacher-led online credits toward the OSSD. Eligible credits are delivered fully online by an Ontario-certified teacher using ROA's learning management system. ROA communicates this requirement through the Course Calendar and guidance advising, offers eligible online courses, and records each student's plan; completion is tracked in the SIS and posted to the OST. An opt-out may be requested by a parent/guardian (or by students 18+/adult learners); the Principal decides, the signed decision is filed in the OSR, and the SIS is updated to "met via opt-out." For transfer students, ROA recognizes eligible online credits earned at inspected Ontario schools and updates the SIS accordingly. Accommodations are provided as required by a student's IEP or identified needs. Each June, the Principal reviews ROA records and schedules eligible online courses for any students who have not yet met the requirement.

Online Learning Graduation Requirement and Opt Out

Students who entered Grade 9 in 2020-2021 or later must earn a minimum of two online learning credits as part of the OSSD, unless they opt out. Because Royal Ontario Academy delivers all of its courses online in an asynchronous model, every credit earned at ROA counts as an online learning credit. Students who complete at least two credits with us therefore meet this requirement automatically.

An opt-out is available but rarely necessary for ROA students. Opting out is the choice of a parent or guardian, a student who is 18 or older, or a student who is 16 or 17 and has withdrawn from parental control. It does not require a reason or supporting documentation, and the school does not approve or deny the request. To opt out, the family submits the Opt-Out Request Form to the Principal. The Principal acknowledges receipt, files the form in the student's Ontario Student Record, and records the requirement on the Ontario Student Transcript as "Online Learning Graduation Requirement – Non-Applicable." Opting out carries no academic penalty, the student still completes all other graduation requirements, and a family may opt back in at any time. Where a family wishes the opt-out to apply in the current school year, the form should be submitted at least one semester before the student's expected graduation.

Financial Literacy Graduation Requirement

Beginning in the 2026-2027 school year, students who entered Grade 9 in 2025-2026 or later must meet a Financial Literacy Graduation Requirement to earn the OSSD. Students complete it within their compulsory Grade 10 Career Studies course (GLC20). Students must achieve at least 70% to meet the requirement, and the results count for 5% of the final Grade 10 Career Studies grade. Students who are not successful are given a further opportunity and additional support, and once the requirement is met it is recorded on the Ontario Student Transcript.

Students who completed Grade 10 Career Studies before the start of the 2026-2027 school year do not need to complete this requirement. Adult and mature learners who enter the secondary school system in 2028-2029 or later must meet it and may do so through the Prior Learning Assessment and Recognition (PLAR) for Mature Students process. Students with questions about how this requirement applies to them can contact the school.

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).

Because the OSSLT must be written in person at a school under proctored conditions, students studying from outside Ontario are generally unable to sit it. As a private school, Royal Ontario Academy meets the literacy requirement through the Ontario Secondary School Literacy Course (OLC4O). Mature students may enrol in OLC4O directly. Other students who cannot access the in-person OSSLT are enrolled in OLC4O at the principal's discretion, where the principal determines this is in the student's best educational interest. Students who complete OLC4O successfully meet the provincial literacy requirement for the OSSD.

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. In addition, the principal may enrol a student in OLC4O where the student cannot access the in-person OSSLT and the principal determines this is in the student's best educational interest. Mature students may enrol in OLC4O directly. 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. Mature students may also be directly registered in the OSSLC to fulfill their literacy requirement without taking the OSSLT.

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. The substitution policy described in the Substituting Compulsory Courses section also applies to the compulsory credit requirements for the OSSC.

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

Community Involvement Requirements

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 Activities

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.

The following activities do not qualify for community involvement hours:

- Involves any work for a for-profit organization
- Is a requirement of a class or course in which the student is enrolled

- Takes place during the time allotted for the instructional program on a school day (except during lunch breaks or spare periods)
- Takes place in a logging or mining environment or
- Would normally be performed for wages by a person in the workplace
- Involves the operation of a vehicle, power tools, or scaffolding
- Involves the administration of any type or form of medication or medical procedure to other persons
- Involves handling substances classed as “designated substances” under the Occupational Health and Safety Act
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government
- Involves banking or handling of securities, jewellery, works of art, antiques, or other valuables
- Consists of duties normally performed in the home or personal recreational activities (e.g., daily chores)
- Involves a court-ordered program (e.g., community-service program for young offenders, probationary program)
- Any paid activity (e.g., babysitting)
- Cooperative education placements
- Any activities or programs organized by the school (e.g., cadets)
- Playing on sports teams
- Any activity occurring in an unsafe or unsupervised environment
- Any activity displacing a paid worker

For more detailed information about diploma requirements, visit the [Ontario Ministry of Education website](#).

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.

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 (phoebe.martin@royalontarioacademy.com), and general and Moodle support (info@royalontarioacademy.com).

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.

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.

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.

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.

Interactive Online Learning Activities

Royal Ontario Academy courses are designed to keep students actively engaged with the material rather than working through it passively. Many courses include H5P activities and other interactive online activities, such as interactive videos, drag-and-drop tasks, self-check questions, and guided practice, that let students explore concepts, check their understanding, and receive immediate feedback as they move through a lesson. In science and mathematics, these activities help students visualize processes, work through problems step by step, and connect theory to real-world application. All activities are aligned with the Ontario Curriculum and built directly into each course in our Moodle learning management system.

Computer Labs and Resource Centre or Library

Royal Ontario Academy is a fully online school, so it does not operate physical computer labs or an on-site library. The resources these would normally provide are delivered digitally. All course content, activities, and assessments are housed in our Moodle learning management system, and many courses include H5P activities and other interactive online activities to help students engage with the content, including in science and mathematics. Students also have access to a curated list of online and community resources, including the Ontario Library Service, OverDrive, Project Gutenberg, and academic databases, listed in the Online and Community Resources section of this calendar. Students need their own computer or laptop, high-speed internet, and standard word processing software, as set out in the Hardware and Software Requirements section.

Online and Community Resources Available

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 \(Education Resources Information Centre\)](#): 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 Toronto Youth Services](#): Provides information on programs and services for youth, including recreation, employment resources, and support services in Toronto.
- [Toronto Public Health](#): Offers a variety of health services and resources, including mental health support, immunization information, and community health programs in Toronto.
- [Mental Health Helpline](#): Provides free, confidential support and information about mental health services in Ontario.

Courses of Study

The courses offered at Royal Ontario Academy are developed in accordance with the requirements set by the Ontario Ministry of Education. Outlined below are a description of the courses available for the 2026-2027 academic year.

Accessing the Outlines of the Courses of Study

A Course of Study outline is available for every course Royal Ontario Academy offers. Each outline sets out the course description, overall curriculum expectations, unit breakdown, assessment and evaluation plan, the achievement chart, and the Ontario curriculum document the course is based on. Each outline is designed for 110 instructional hours, with approximate time allocations accompanying the course units so that planned learning activities total a full credit.

Students can access the outline for their course in two ways. Before beginning a course, the full Course Outline is provided in the Start Here section of the Moodle course, where students are asked to review it as part of getting started. The outline

is also published on the course's page on our website at www.royalontarioacademy.com under Course Details. Students and parents who would like a copy or have questions about a course outline can contact the school at any time.

Accessing Ontario Curriculum Policy Documents

Every Royal Ontario Academy course is developed from the Ontario curriculum policy document for that subject and grade. The specific curriculum document for each course is identified on the course page on our website under Course Details, and again in the Course Outline provided in the Start Here section of the Moodle course. For example, MHF4U Advanced Functions is based on The Ontario Curriculum, Mathematics, Grades 11 and 12, 2007 (revised).

The full Ontario curriculum policy documents are published by the Ministry of Education and can be viewed at no cost at www.dcp.edu.gov.on.ca. Students and parents who would like help locating the document for a particular course can contact the school.

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 (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

Mathematics, Grade 9 (MTH1W)

Course 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.

Science, Grade 9 (SNC1W)

Course 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

Drama, Grade 9 (ADA1O)

Course Description

This introductory course invites students into the ensemble: building trust, voice, body awareness, and imagination. Learners devise original scenes from images, music, and headlines; explore character through improvisation; and bring short pieces to life with simple design elements (prop, costume, light, and sound choices). Students reflect on drama's role in community, examine audience etiquette and theatre safety, and connect creative habits (risk-taking, collaboration, feedback) to life beyond the classroom.

Prerequisite: None

Healthy Active Living Education, Grade 9 (PPL1O)

Course Description

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

Prerequisite: None

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

Civics and Citizenship, Grade 10 (CHV2O)

Course Description

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

Prerequisite: None

English, Grade 10 (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 (ENL1W)

Career Studies, Grade 10 (GLC2O)

Course 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

Note: Beginning in the 2026-2027 school year, eligible students complete the Financial Literacy Graduation Requirement within this course. See the Financial Literacy Graduation Requirement section under OSSD Graduation Requirements.

Core French, Grade 10 (FSF2D)

Course 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.

Prerequisite: FSF1P, or FSF1D, Grade 9 Core French

Principles of Mathematics, Grade 10 (MPM2D)

Course 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: Mathematics, Grade 9 (MTH1W)

Science, Grade 10 (SNC2D)

Course 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 (SNC1W)

Drama, Grade 10 (ADA2O)

Course Description

This Grade 10 course deepens students' drama skills through creation, performance, and reflection. Learners collaborate to devise and stage original and scripted works; explore character, voice, movement, and design; and analyze how drama communicates ideas in diverse cultural and historical contexts. Students use presentation techniques and technologies to shape audience impact, practice safe and ethical rehearsal habits, and connect drama learning to personal, social, and postsecondary pathways.

Prerequisite: None

Healthy Active Living Education, Grade 10 (PPL2O)

Course Description

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

Prerequisite: None

Digital Technology and Innovations in the Changing World, Grade 10 (ICD2O)

Course Description

This course is designed to be inclusive of all students, to provide them with opportunities to create programs that are relevant and responsive to their needs and interests, and to enable them to extend their learning. The course acknowledges and builds on the coding concepts and skills students have learned in earlier grades. The focus of the course is on consolidating past learning and deepening students' understanding of these concepts and skills. Throughout this course, students apply computational thinking concepts and practices to develop programs for a wide variety of contexts, users, and purposes. Students develop an understanding of important issues, contributions, and innovations related to digital technology. They investigate applications of digital technology skills and programming concepts and skills and make connections to other fields and to potential future careers.

Prerequisite: None

Communications Technology, Grade 10 (TGJ2O)

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; and interactive new media and animation. Student projects may include creating videos, editing photos, working with audio,

cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore education, training, and career pathways in the field.

Grade 11 Courses

English, Grade 11 (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 (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 (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

Functions, Grade 11 (MCR3U)

Course 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

Functions and Applications, Grade 11 (MCF3M)

Course Description

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

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

Biology, Grade 11 (SBI3U)

Course 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

Chemistry, Grade 11 (SCH3U)

Course 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

Physics, Grade 11 (SPH3U)

Course 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

Environmental Science, Grade 11 (SVN3M)

Course 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

Forces of Nature: Physical Processes and Disasters, Grade 11 (CGF3M)

Course 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: Exploring Canadian Geography, Grade 9 (CGC1W)

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

Understanding Canadian Law, Grade 11 (CLU3M)

Course 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)

Course 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 (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 (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 (HQB3M)

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

Drama, Grade 11 (ADA3M)

Course Description

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

Prerequisite: ADA1O or ADA2O (Drama, Grade 9 or 10, Open)

Healthy Active Living Education, Grade 11 (PPL3O)

Course Description

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

Prerequisite: None

Entrepreneurship: The Venture, Grade 11 (BDI3C)

Course Description

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

Prerequisite: None

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

Financial Accounting Principles, Grade 12 (BAT4M)

Course 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 (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

Studies in Literature, Grade 12 (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

Prerequisite: Grade 11 English, University Preparation

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

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

Course 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 (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

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

Course 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

Introductory Kinesiology, Grade 12 (PSK4U)

Course 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 open or college 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

Canadian and International Law, Grade 12 (CLN4U)

Course 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, Grade 12 (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.

Prerequisite: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Mathematics - Advanced Functions, Grade 12 (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

Mathematics of Data Management, Grade 12 (MDM4U)

Course 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.

Foundations for College Mathematics, Grade 12 (MAP4C)

Course Description

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

Prerequisite: Foundations of Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

Biology, Grade 12 (SBI4U)

Course 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

Chemistry, Grade 12 (SCH4U)

Course 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

Earth and Space Science, Grade 12 (SES4U)

Course 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

Science, Grade 12 (SNC4M)

Course 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.

Physics, Grade 12 (SPH4U)

Course 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 (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.

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

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

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

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 International 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 (HZZ4U)

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 (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

This course explores global population distribution, why people live where they do, and variations in their quality of life. Students will examine current population patterns and trends related to urbanization and their impact on human and natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate issues related to urban life and will propose courses of action aimed at enhancing the sustainability of cities around the world.

Prerequisite: Any university or university/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.

Updated August 28, 2026