



Yorkville High School

Course Calendar 2019-2020

Yorkville High School School Course Calendar: 2019-2020

1. GOALS AND PHILOSOPHY

Overview

Yorkville High School is an Ontario-based private high school specializing in personalized and differentiated online learning opportunities for students worldwide. Our academic offerings are rigorous, stimulating and transformative, fostering both intellectual and personal development. At Yorkville High School, we set high personal and academic standards for our students and believe that with positive support and direction, each can achieve the greatest possible levels of success. Our students are recognized and respected as unique individuals, and their achievements will reflect our dedication to providing a high-quality, comprehensive education. Yorkville High School is fully committed to all of our students and it is our goal to create well--rounded, successful members of society.

Yorkville High School believes in the importance and value of completing a secondary education. The concept of completing a secondary education is essential. Obtaining a high school diploma has become an increasingly important prerequisite for economic and social mobility in the world. Our courses adhere to the required expectations and outcomes prescribed by the Ministry of Education in Ontario – including the requirement that students remain in school until they have reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD). We recognize that education must adapt to accommodate students with individualized needs, varied learning styles, and preferred schedules. The Yorkville High School online education model instills independence, discipline and strong time--management skills to help our students in pursuing their diverse interests and long--term individual goals.

The staff at Yorkville High School have significant experience and success in the field of online learning, and work collaboratively to ensure a rich, high--quality educational experience for all students. The enthusiasm of our instructors for online education promotes innovative instructional practices to the benefit of the entire Yorkville High School community.

Vision

Yorkville High School's vision is to be an exemplary online school recognized for producing graduates who are prepared for success in higher learning and ready to cope in a complex, interconnected and ever--changing world.

Mission

The mission of Yorkville High School is to invoke students' curiosity and inspire them to think critically in developing a deep understanding of the complexities of our world. Our school believes that providing a rich and engaging learning environment will stimulate students to become active partners in their learning journey with us.

Our goal is to provide an integrated learning experience founded on a framework of teaching for understanding. This framework supports our students' ability to reliably integrate new knowledge,

skills and attitudes to make meaning of what they have learned.

At Yorkville High School, ‘student-centered’ is not just a phrase, but one of the pillars of our learning philosophy. Our teaching practices promote cultural diversity and embrace individual differences. Our learning model is supportive but also encourages independence and cultivates the idea of life--long learning. Our purpose is to educate holistically by promoting cognitive development, social responsibility, tolerance and the value of education as a cornerstone of self--fulfillment.

2. The Requirement to Remain in Secondary School until 18 or Obtained OSSD

According to Bill 52 entitled, *The Education Amendment Act, Learning to Age 18, 2006*, students cannot withdraw from pursuing secondary education before the age of 18 unless they have already graduated. This is to encourage more students to graduate and fewer to leave school without adequate preparation for work or further studies.

3. The Importance and Value of Completing a Secondary Education

Education is ultimately the vehicle that drives societies and communities to prosper and succeed. We live in a knowledge-based society, where the continuous collection and understanding of information becomes essential in order to succeed in this ever-changing global economy. One has to constantly update his/her skills and abilities of interpreting and understanding information. Secondary education allows an individual to obtain the fundamental skills and abilities necessary to understand complex information. It provides them with the analytical skills necessary to pursue a wide-range of career objectives. At Yorkville High School, our approach to learning is one that emphasizes the individual. Each student will not only receive assistance during classroom hours, but he/she will also receive one-on-one tutoring after school and on weekends. Our aim is to ensure that each student has strong understanding of the fundamental concepts learned in each class. Our teachers understand the importance of not leaving a single student behind in his/her academic studies. We do our utmost to ensure that students succeed in school. However, parents are also responsible of ensuring that their child completes the assigned homework for each course.

4. SCHOOL ORGANIZATION

Yorkville High School operates with semesters. There are 4 semesters: Semester 1,2 and Semester 3 are during the regular school year, and Semester 4 is summer school, taking place during July and August.

4.1. Reporting student achievement to parents

A report card will be provided to the student and parent twice per course, one mid-way through the course and one at the end of the course. A report card will be sent to the student's parent(s) and/or guardian by mail after the completion of every course. The original copy will be mailed to

the parent/guardian and the student shall receive a photocopy of their grade report. The report card will be issued within 5 business days of the completion of the course in question. The parents/guardian may request a copy of the student's OST. The OST will require up to 3 business days to process.

4.2. School's Terms and Timetable Organization and School Terms and Reporting Period

	Start Date	Last Date to Enroll	End Date	Midterm Report	Withdrawal Date
Fall Term	Sept-11-19	Continuous	Nov-31-19	Oct-20-2019	Sept-30-2019
Winter Term	Dec-01-19	Continuous	Jan-31-20	Jan-03-2020	Dec-23-2019
Spring Term	Feb-01-20	Continuous	May-31-20	Mar-31-2020	March-01-2020
Summer Term	Jun-01-20	Continuous	Aug-31-20	July-14-2020	July-01-2020

4.2.1. The Academic Year

There are no set start dates for online courses. Students may enroll within a course on any date. Students have a full year (12 months) to complete their course of study beginning on their course start date.

4.2.2. Statutory Holidays and Breaks

Below is a list of Yorkville's school holidays. Although students have access to their courses 365 days per year, Yorkville High School's teachers and administrative staff will be unavailable on these days:

- Labour Day September 2, 2019
- Thanksgiving Day October 14, 2019
- Christmas Break December 23,2019- January 03,2020
- Family Day February 17, 2020
- Good Friday April 10, 2020
- Easter Monday April 13, 2020
- Victoria Day May 18, 2020
- Canada Day July 1, 2020
- Civic Holiday August 5, 2020

5. ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

In order to earn the Ontario Secondary School Diploma a student must:

- Earn 18 compulsory credits
- Earn 12 additional optional credits
- Complete 40 hours of community involvement activities
- Successfully meet the Ontario provincial literacy requirement.

5.1 Compulsory Credits

Students must earn the following compulsory credits in order to obtain the Ontario Secondary School Diploma:

4 credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

3 credits in mathematics (at least 1 credit in Grade 11 or 12)

2 credits in science

1 credit in the arts

- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

1 credit in Canadian geography (Grade 9)

1 credit in Canadian history (Grade 10)

1 credit in French as a second language

- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

1 credit in health and physical education

0.5 credit in career studies

0.5 credit in civics

5.2 Additional Credits

Consisting of 1 credit from each of the following groups: (total of 3)

Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

Group 2: French as a second language, the arts, business studies, health and physical education,

cooperative education

Group 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, and cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

5.3 Optional Credits

In addition to the 18 compulsory credits (7 for the OSSC), students must earn 12 optional credits (7 for the OSSC). Of these 12 optional credits, up to 4 may include credits earned through approved dual credit courses. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available by Yorkville High School.

5.4 The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

7 required compulsory credits

- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography
- 1 credit in health and physical education
- 1 credit in the arts, computer studies, or technological education

7 required optional credits

- 7 credits selected by the student from available courses

The substitution policy for OSSC compulsory credits is the same as that for the OSSD.

5.5 The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students

who have an Individual Education Plan (IEP), a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

5.6 List of Available Courses

Students study the following courses at Yorkville High School:

Mathematics	MPM2D	Principles of Mathematics, Gr. 10, Academic
	MCR3U	Functions
	MHF4U	Advanced Functions
	MCV4U	Calculus and Vectors
	MDM4U	Data Management
English	EWC4U	The Writer's Craft, Grade 12
	ENG2D	Gr.10 English
	ENG3U	Gr. 11 English
	ENG4U	Gr. 12 English
	OLC4O	Ontario Secondary School Literacy Test Course
Classical Studies and International Languages	LKMBD	Traditional Mandarin Level 1
	LKMCU	Traditional Mandarin Level 2
	LKMDU	Traditional Mandarin Level 3
	LYADU	Gr. 12 Arabic
Business Studies	BBB4M	International Business
	BOH4M	Business leadership
Science	SCH3U	Gr. 11 Chemistry
	SCH4U	Gr. 12 Chemistry
	SPH3U	Gr. 11 Physics
	SPH4U	Gr. 12 Physics
	SBI3U	Gr. 11 Biology
	SBI4U	Gr. 12 Biology
Canadian and World Studies	CGW4U	World Issues: A Geographic Analysis
	CIA4U	Analysing Current Economic Issues
	CHV2O	Civics and Citizenship
	CHC2D	Canadian History since World War I
Social Science and Humanities	HFA4U	Gr. 12 Nutrition and Health
Computer Studies	ICS3U	Introduction to Computer Science
	ICS4U	Gr. 12 Computer Science

The Arts	AWQ3M	Grade 11 Photography
	AWQ4M	Grade 12 Photography
Guidance and Career Education	GLC2O	Career Studies

5.6.1 Source of All Curriculum Documents

Curriculum documents for all secondary courses can be accessed online at the following URL:
<http://edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Course outlines for all courses offered at Yorkville High School are given to students registered in the course, and can also be obtained upon request to the principal.

5.7 Community Involvement

As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The purpose of this activity is to remind students of their community obligations and to encourage them to contribute to society beyond the minimum number of hours required as well as to continue to make a selfless contribution to their community in the future.

Students are responsible for completing the required number of hours on their own time – during lunch hour, after school, on weekends, or during school holidays - and for keeping track of their activities under the guidance of the school principal. Students must choose an activity that is approved by the school such as helping classmates with school work, assisting in sports activities at a community centre, helping senior citizens, involvement in community events, volunteering at a hospital or in the community.

The Community Involvement form is available online.

5.7.1 Eligible activities

Help your neighbours

- Provide service to seniors or to the others who have difficulty leaving their homes – ranking, shovelling, shopping, visiting, reading, meal preparation;
- Assist a neighbour with child care – take child to park, watch child while parent prepares

dinner;

- Tutor younger students – read, take to library, help with homework.

Help your community

- Volunteer at a seniors home/center – visit, read, play cards or board games, take seniors for walks, crafts;
- Help organize local community events – food drives/banks;
- Take part in environmental initiatives – cleaning and recycling operations, park clean – up, planting tree and flower beds.
- Get involved in charitable activities – walk – a thons, daffodil sales, canvassing for organizations;
- Assist with sports teams-community leagues, parks & recreation programs;
- Volunteer in leadership role with community groups – youth groups;
- Volunteer with social service or animal welfare agencies –Red cross, united way, Humane Society;
- Get involved in the democratic political process – scrutineer, canvassing, campaigning;
- Service through religious communities/places of worship;
- Assist with literacy initiatives – at local libraries, day care centres, community centres.

5.7.2 List of ineligible activities

The Ministry of Education has developed a list of activities that may NOT be chosen as community involvement activities and that are therefore ineligible activity is an activity that:

- Takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the students’ lunch breaks or “spare” period is permissible;
- Would normally be performed for wages by a person in the workplace;
- Is a requirement of a class or course in which the students is enrolled (e.g. co-operative education portion of a course, job shadowing, work experience);
- Take place in a logging or mining environment, if the students is under sixteen years of age;
- Takes place in a factory, if the students is under fifteen years of age;
- Takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- 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 of substances classed as “designated substances” under the Occupational Health and safety Act;

- Requires the knowledge of tradesperson whose trade is regulated by the provincial government;
- Involved banking or the handling of securities, or the handling of jewellery, works of art antiques, or other valuables;
- Consists of duties normally performed in the student's home or personal recreation activities.

5.8 The Secondary School Literacy Graduation Requirement (Ontario Schools 2016 section 6.1.3)

Students must pass the Ontario Secondary School Literacy Test which is administered annually in March. Passing the test is a requirement of the OSSD. Students who do not pass may take the Ontario Secondary School Literacy Course (OSSLC). The school principal has the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student. Students who pass the course are considered to have met the literacy graduation requirement. The result is recorded on the student transcript.

In the case of accommodations, special provisions, deferrals and exemptions, the principal will contact the EQAO directly to apply for them if the need arises.

5.9 Ontario Secondary School Literacy Test

All students are expected to take and must successfully complete the Ontario Secondary School Literacy Test (OSSLT) in order to earn a secondary school diploma. This test is written in the Grade 10 year and is based on the Ontario curriculum expectations for language and communication, particular reading and writing, up to and including Grade 9. If students do not complete the test successfully, Yorkville High School will provide remedial assistance to help improve skills so that students are better prepared to retake the literacy test. Successful completion of the test is recorded on the Ontario Student Transcript. Accommodations will be available as specified in a student's Education Support Plan(ESP); please contact a school guidance.

5.10 Ontario Secondary School Literacy Course

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 Ontario Secondary School Literacy Course (OSSLC).

Arrangements may be made on an as needed basis for students who have not been successful on the OSSLT to take this course for the purposes of meeting the literacy requirement for graduation.

5.11 Adjudication process

In exceptional circumstances, Yorkville High School may establish an adjudication panel if a graduation student was unable to successfully complete the OSSLT and if the student meets one or more of the criteria outlined in Ontario schools, 2016 section 6.1.3.3

5.12 Substitutions for Compulsory Credits

(Ontario School 2016, Section 6.2)

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory courses. These substitution courses must be selected from the course offerings of Yorkville High School that meet the requirements for compulsory credits. To meet individual students' needs, the principal may replace up to three of these courses (or the equivalent of half courses) with the courses that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Student Transcript.

5.13 Prerequisite Courses

A prerequisite course is identified by the Ministry of Education guidelines as being essential preparation for a particular course that follows. At Yorkville High School, students must complete the prerequisite identified for the course they wish to register for. A proof of prerequisite completion is mandatory prior to course registration.

5.14 Waiving Prerequisites

(Ontario Schools 2016, section 7.2.3)

If a student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his decision in consultation with the parent and appropriate school staff. The principal's decision is final and there is no further avenue of appeal. As part of the consideration of whether or not the prerequisite may be waived, the student may be asked to take a special test or examination.

5.15 External Music Credits

(Ontario Schools 2016, section 7.3.4)

Students studying music privately are eligible for up to two secondary school external music credit. The student must submit the original grade reports, with marks, for photocopying. Grade 7 Practical + Grade 1 Rudiments is eligible for a Grade 11 external music credit. Grade 8 Practical + Grade 2 Rudiments is eligible for Grade 12 external music credit. In each case the mark for the course is the

average of the two marks earned. While this does not count in the Yorkville High School average, it is recorded on the student's transcript (OST)

5.16 Experiential Learning Programs

(Ontario Schools 2016, section 8)

Yorkville High School does not offer a formal experiential learning program. Experiential learning programs include job shadowing and job twinning, and work experience and cooperative education, which are typically offered at the secondary school level. Descriptions of these programs include: cooperative education programs, which allow students to earn secondary school credits while completing a work placement in the community; work experience which provides students with a learning opportunity in the workplace for a limited period of time; job shadowing which allows a student to spend on-half to one day observing a worker in a specific occupation; and , job twinning which provides the opportunity for a student to observe a cooperative education student at his or her placement for on-half to one day.

Please note that Yorkville High School may not offer it on 2017-18 school year.

6. CREDIT SYSTEM and COURSES

6.1 The Credit System

A credit is granted in recognition of the successful completion (grade of 50% or above) of a course that has been scheduled for a minimum of 110 hours of classroom instruction. Credits are granted to students by the school principal, on behalf of the Minister of Education.

6.2 Types of Courses

Ontario credit courses have a common course code system: e.g. ENG4U, BBB4M

- The first 3 characters represent the course name: e.g. ENG = English, BBB=Introduction to International Business.
- The 4th Character indicates the grade or language level: e.g. 1=Grade 9; 2=Grade 10; A=Level
- The last character indicates the course type: e.g. C= College; D= Academic; M= College or University; U= University.
- For Grade 9 and 10 courses:
 - **Academic** courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

- **Applied** courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- **Open** courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.
- For Grade 11 and 12 courses:
 - **College preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
 - **University preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
 - **University/college preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
 - **Workplace preparation** courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.
 - **Open** courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

6.3 Changing Course Types

When students decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. A student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

If the principal believes that a student can be successful in a particular course without having taken

the specified prerequisite course, he may waive the prerequisite.

6.4 Cooperative Education

Yorkville High School will provide in the future students with the opportunity to extend their knowledge through cooperative education programs. Cooperative education may be the culmination of a series of experiential learning opportunities that include job shadowing, job twinning, and work experience.

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

Cooperative education courses include a classroom component, comprising pre-placement and integration activities, and a placement component.

The cooperative education teacher will develop the student PPLP.

Cooperative education is not offered at Yorkville High School at this time.

6.5 Remedial Programs

When necessary, the school will provide its students with tutoring services.

For the purpose of remediation, the principal may decide to add instructional hours to a course, in addition to the mandated 110 hours of instruction.

Yorkville High School operates a summer school during the months of July and August. Students who would like to repeat courses or upgrade marks may attend the school during this time. All summer school courses must not begin before July 1st and be completed by no later than August 31st of the same year.

7. ACHIEVEMENT

Curriculum Expectations

The expectations, or content standards identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on assessments, and in various other activities on which their achievement is assessed and evaluated. Two sets of expectations are listed for each strand (or broad curriculum area) of every course – overall expectations and specific

expectations. The ***overall expectations*** describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The ***specific expectations*** describe the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum.

7.1 Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources (student products such as assignments and tests, observations of student performance, and conversations with students) that accurately reflects how well a student is achieving the curriculum expectations. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria, or performance standards and assigning a level of achievement to represent that quality.

Assessment and evaluation will be based on the content standards and the performance standards outlined in this document and in the curriculum policy document for each discipline.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment but not necessarily evaluated.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools outlines the policies and practices for the assessment, evaluation, and reporting of the achievement of curriculum expectations and the development of learning skills and work habits for all students in Grades 1 to 12 in Ontario schools. The policy is based on seven fundamental principles designed to ensure that assessment, evaluation, and reporting practices and procedures:

- *are fair, transparent, and equitable for all students;*
- *support all students, including students with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis, or Inuit;*
- *are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of*
- *all students;*

- *are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;*
- *are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;*
- *provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;*
- *develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.*

Evaluation is based on gathering evidence of student achievement through:

- Products
- Observations
- Conversations

7.1.1 Assessment *for* Learning - we provide feedback and coaching

Assessment FOR Learning is the process of seeking and interpreting evidence for the use of learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to go there.

7.1.2 Assessment *as* Learning - we help students monitor progress, set goals, reflect on their learning

Assessment AS Learning is the process of the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.

7.1.3 Assessment *of* Learning – we use assessments as ways of providing evaluative statements about the level of achievement of students

Assessment OF Learning is the assessment that becomes public and results in statements of symbols (marks/grades/levels of achievement) about how well students are learning. It often contributes to pivotal decisions that will affect students' future.

7.2 Performance Standards

Levels or degrees of achievement are organized into broad learning categories. These include communication, knowledge/understanding, application and thinking.

While they are broad in scope and general in nature, the achievement levels serve as a guide for gathering information and act as a framework used to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgments about the quality of work and provide clear and specific information about their achievement to students and their parents.

A final grade is recorded for every course and a credit is granted and recorded for every course in which the student’s grade is 50% or higher. The final grade in the form of a percentage grade for each course will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

The achievement chart identifies four categories of knowledge and skills. It is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. The purpose of the achievement chart is to:

- provide a common framework that encompasses all curriculum expectations for
- all courses outlined in this document;
- guide the development of quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate students’ learning.

7.3 Categories of Knowledge and Skills

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are: Knowledge and Understanding, Thinking, Communication, and Application.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

The categories of knowledge and skills are described as follows:

Knowledge and Understanding	Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).
Thinking and Inquiry	The use of critical and creative thinking skills and/or processes, as follows:

	planning skills (e.g., generating ideas, gathering information, focusing research, organizing information) processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating) critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, met cognition, creative process).
Communication	The conveying of meaning through various text forms.
Application	The use of knowledge and skills to make connections within and between various contexts.

7.4 Report Cards

At the end of each course a Report Card will be given to the student with the percentage final grade achieved, credit earned, attendance details and a record of the learning skills demonstrated by the student. If Yorkville High School does not function as the student's home school, a copy of the report card will be delivered to the student's home school upon course completion.

7.5.1 Prior Learning Assessment and Recognition (PLAR) Challenge (Ontario Schools 2016 section 7.2.5)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge valuated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. His formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR).

PLAR procedures are carried out under the direction of the school Principal, who grants credits. For students who are under the age of 18, or who are 18 or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10,11,12 courses, with no more than two in one subject area.

PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for, or alternative to, enriched or other special programs for gifted students.

A mark obtained through a PLAR process will not be counted in the student's Yorkville High School average, but will be recorded on the student's transcript. For further information, please contact the Head of Academics.

*Please note that in 2017-18 school year Yorkville High School may not offer it.

7.5.2 Prior Learning Assessment and Recognition (PLAR) Equivalent

(Ontario Schools 2016 section 7.2.5.1 and Appendix 2)

Students transferring to Yorkville High School from out of Ontario schools or international schools can be granted equivalency credits for placement purposes by the Principal. Such equivalency credits based on evaluation of the student's previous learning will be recorded on the Ontario Student Transcript.

A mark obtained through a PLAR process will not be counted in the student's Yorkville High School average, but will be recorded on the student's transcript.

For further information, please contact the Head of guidance.

8. ASSESSMENT, EVALUATION AND REPORTING

At the Yorkville High School, assessment and evaluation is ongoing and a variety of methods are used to provide students with multiple and varied opportunities to demonstrate their learning. Each course will incorporate overall and specific expectations from the provincial curriculum guidelines, to measure students' knowledge and understanding, thinking, communication, and application skills as they relate to the learning of essential concepts. Evidence of student achievement for assessment and evaluation will be collected over time from three different sources – observations, conversations and student products. Throughout the school year students will receive clear and detailed feedback on their progress against clearly outlined criteria, aimed at supporting improved learning and achievement.

8.1 Definitions

1. Assessment – the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations.
2. Evaluation – the process of judging the quality of student work on the basis of established criteria, and assigning a value (i.e., level, letter grade, or numerical mark) to represent that quality.

8.2 Achievement Levels

An overall level of achievement is determined based on evidence gathered from evaluations linked to the following.

Achievement Chart Categories:

- Knowledge & Understanding - Demonstration of knowledge and understanding of overall curriculum expectations;
- Thinking - Use of planning, processing, and critical and creative thinking skills
- Communication - Organization of ideas and communication for different audiences and for different purposes through various forms using appropriate conventions, vocabulary and terminology;
- Application - Application and transfer of knowledge and skills, and making connections within and between various contexts.

8.3 Reporting Student Achievement

At Yorkville High School, student progress and achievement is reported two times annually through two parent-teacher interview sessions, two formal written reports (one progress report, and one interim report), and one final summary report at the conclusion of the school year. The mechanism for formal reporting on student achievement is the Report Card.

Reporting identifies the most consistent level of performance that the student has demonstrated and indicates strength and next steps to ensure continued progress by the student. Progress and interim reports issued at specific points in the school year provide an indication of student achievement to date. The final report issued at the end of the year provides a comprehensive summary of achievement in all courses.

8.4 Final Summative Evaluations and Examinations

All credit courses will have a final evaluation in the form of an examination, performance assessment, essay, culminating project, and/or other method of evaluation suitable to the course content. The final evaluation may be comprised of a combination of these types of assessments and will be administered towards the end of the course, usually within the final four to six weeks of the academic year. Gr 9 to G12 formal examinations and summative tests for credit courses will be scheduled during the designated examination period in June.

8.5 Attendance and Evaluation for Credit

It is of paramount importance that students realize the link between attendance and securing a credit in each course taken. A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Both content and the learning process are integral components in Ministry approved courses. The importance of classroom time is increased by the accelerated and enriched nature of our program. This fact, coupled with our increased emphasis on in class performance based assessment, underscores the need for regular classroom attendance so that evaluation and the awarding of credits will not be forfeited. When there is chronic absenteeism or non-attendance, the school reserves the right to discontinue a student's enrolment in one or more courses.

8.6 Student withdrawal from course(s) in Grades 11 and 12:

(Ontario Schools 2016, Section 4.1.2)

If a student withdraws from a course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST.

8.7 Ontario Student Record (OSR)

(Ontario Schools 2016, section 4.1.1 and Ontario Student Record (OSR) Guideline, 2000)

The OSR is the official record for the student and contains report cards and a record of the diploma requirements completed, along with other information the principal deems conducive to the education of the student. Students have the right to examine the contents of their OSR at any time. In addition, parents of students under the age of 18 also have access to their son or daughter's OSR.

8.8 Ontario Student Transcript (OST)

(Ontario Schools 2016, 4.1.2)

The Ontario Student Transcript is the student's official record of credits earned and other graduation requirements completed. All Ontario courses taken by the student at the Grade 11 and 12 level, whether successfully completed or not, will be recorded on the transcript. If a student withdraws from a course within five school days after the midway point of the course duration, the withdrawal will not be recorded.

A student's final result on the Literacy Test as well as confirmation that the student has completed the community involvement requirement will also be included on the student transcript. A copy is available, upon request, by a student and/or parent (if the student is under the age of 18). This transcript is the official document a person must present whenever evidence of secondary education

standing is required.

8.9 Academic Honesty

Members of Yorkville High School are expected to maintain high standards of honesty throughout the many aspects of their life and study at the school. Students who have evidenced academic dishonesty may be made subject to disciplinary procedures including but not limited to: receiving a warning; a mark of zero for the work submitted, dismissal from the course; suspension or permanent dismissal from the online school.

8.10 Plagiarism

Plagiarism is submitting another person's work as your own. Plagiarism is cheating. This is not accepted at the Yorkville High School or any other school, college or university. We expect our students to be original thinkers who are able to demonstrate and present their learning in their own words and voice.

8.11 Unintentional Plagiarism

Students use ideas from another source and forget or neglect to cite them. This often happens when attempting to paraphrase or copy key ideas from another writer.

8.12 Intentional Plagiarism

Students deliberately present another person's work as their own. Examples include:

- Copying and pasting facts and information from another source such as Wikipedia or a website;
- Copying an essay or assignment belonging to another student or one found or purchased on the Internet;
- Having another person write your tests or assignments, or impersonate you to write your final exam.

8.13 Consequences

Depending on the severity of the incident, the following steps will be taken to deal with plagiarism or cheating:

- Money In cases of unintentional plagiarism, the student will be asked to revise the assignment to provide correct references. The teacher will talk with the student. Parents or guardians may be

contacted

•In cases of intentional plagiarism, the student will receive a mark of zero on the assignment, test or exam. The teacher will interview the student and report the incident to the principal. Parents or guardians will be contacted

9. SCHOOL SERVICES

9.1 Computers

Yorkville High School has computers available for student use related to their academic studies. Internet access is available through these computers.

9.2 Guidance

Assistance is given to students by helping them to understand their academic strengths and weaknesses, choosing appropriate courses and in making application to post-secondary institutions. Mr. Tiancheng Kuang is the guidance teacher at Yorkville High School. Student can meet with Mr. Kuang in person or online.

9.3 Education and Career Planning Supports

When students begin at Yorkville High School, they will sit with the principal to discuss their educational goals and become familiarized with the learning pathway form to best plan their educational direction. Upon completion of their studies, they will again sit with the principal to prepare a personalized transition plan either for their home-school, or post-secondary directions (university, college or the workplace).

9.4 Education Support for Parents

Parents and students may request a learning pathway form at any time to complete and review with the principal. They may also request to review curriculum documents, course descriptions and prerequisites and discuss their implications with the principal.

9.5 Student Accommodations and Modifications

At Yorkville High School, no modifications are made to any of the courses. Instructional, test and environmental accommodations may be given to students upon recommendation by the educational psychologist associated with our school.

9.6 English language learners

At Yorkville High School, teachers provide learning opportunities to enable English language learners to develop a proficiency in English. These opportunities are integrated into the curriculum in all

subject areas. Teachers provide instructional programs which address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment.

9.7 Library, Computer labs

Students are encouraged to use the local Public Libraries or Yorkville Online Library(YOL), as well as the York University Markham Campus libraries (in future) for their research projects. They are also able to use the computers and resources in the school in person.

10. STUDENT RESPONSIBILITIES

10.1 Guiding Principles

All members of the school community are to be treated with respect and dignity, especially persons in positions of authority. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others. Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.

The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others. Alcohol and illegal drugs are addictive and present a health hazard. Yorkville High School will respond strongly to school members who are in possession of, or under the influence of alcohol or illegal drugs. Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

Student's achievements will be periodically reviewed with the student, teacher, and the principal. An action plan will be developed, if necessary, with the student's participation to help enhance the student's success. If the student is under the age of 18, the action plan will also be review with, and signed by the parent.

10.2 Attendance

Regular attendance is necessary for success in any learning process. Persistent absenteeism makes it difficult for the student to demonstrate achievement of the curriculum expectations. Attendance will be closely monitored. Persistent absence and lateness may result in withdrawal from the course or expulsion from the school. Students should carefully review the school attendance policy.

Students are also required to attend school until they reach the age of eighteen or graduate.

Requirements: In order to demonstrate achievement of the Ministry of Education learning expectations and earn a course credit, students must:

- Successfully complete 110 hours of online course learning activities
- Keep a learning log that lists the activities they have completed and their total learning hours in the course
- At minimum, students need to login once for each week of class activity

Yorkville High School monitors student attendance and participation through students':

- Presence and log in on the learning management system
- Completion of course content, including online / offline learning activities, which is designed to be total 110 hours of planned learning (approximate hours allocations to activities, lessons and units etc.)
- Participation and engagement in learning activities independently or with teachers and other students
- Ongoing online discussion and communication with the teacher and other students
- Submission of learning log documenting online and offline learning activities, and total hours spent

The teacher will email or phone the parent(s) or guardian(s) of a student under age 18 or the student who is 18 or older.

- The teacher will notify the principal.
- If there is no change in attendance or behavior, the principal will contact the parent, guardian or student (over age 18) to determine if there are unknown or additional circumstances to consider or whether the student should withdraw from the course.
- The goal of these communications is to encourage students to re-engage and successfully complete the course.
- Students who wish to leave a course before it is finished are required to notify the principal in writing.
- Students who do not re-engage with course material will be withdrawn without credit or refund.

When students are not active participants in course activities for more than one week, the teacher and principal will take the following actions:

- The course teacher will attempt to contact the student
- The course teacher will inform the appropriate program manager if the student continues to be absent

- The program manager will inform the principal/designate
- If there is no change in attendance or behavior, the principal/designate will contact the parent, guardian or student (over age 18) to determine if there are unknown or additional circumstances to consider or whether the student should withdraw from the course

The goal of these communications is to encourage students to re-engage and successfully complete the course.

- Students who wish to leave a course before it is finished are required to notify the principal in writing.
- Students who do not re-engage with course material will be withdrawn without credit or refund.

Parent Engagement and Communication

When new students are enrolled, Yorkville High School clearly identifies expectations about reporting student success and communicating student progress to parents, guardians or students (if they are adults).

Monitoring

The parents and/or guardians of students under the age of 18 may be granted access to the Yorkville High School Moodle learning management system to view the student's learning log, portfolio, progress reports, assignments, teacher feedback, teacher-student communication, assessment/evaluation items, electronic report card, etc. Students 18 years or older must consent to allow parents and/or guardians to have access to this information. This transparency will allow parents to monitor their child's learning progress and to become more involved with their child's education. A parent may also make a request to the school to allow the student's home school teacher or tutor access to the student's online course related information.

Communication

Yorkville High School uses a variety of methods to keep parents up-to-date on school news, coming events and their child's progress. These methods include, but are not limited to: website updates, email, Skype and phone calls. Communication about student achievement is designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for instruction, and assist parents in supporting learning at home. To promote good communication on student progress, a conference or interview may be scheduled at any time during the course enrolment period, at the request of the parent, guardian, the student, the teacher or the principal.

Reporting

Yorkville High School will issue the report card specified by Ministry of Education to report student

achievement twice per course. Midterm report cards are issued when students have completed the first 50% of their course. The Final report card will be issued within 10 business days of the teacher receiving a student's final exam.

All report cards will be filed in both student's online folder on the school learning management system and in the student's OSR folder in the school. Parents may have access to their child's report cards on the school learning management system. A parent may also request that a copy of the report card be mailed. The expense of postage is covered by the parent.

11. LATE AND MISSED ASSIGNMENTS (As per Growing Success)

The Ministry of Education's policy states that "the primary purpose of assessment and evaluation is to improve student learning". Submitting work late is a learning skills and work habits issue and may impact on the student's grade. The Ministry requires teachers to separate evaluation of achievement of the curriculum expectations from the development of learning skills and work habits (Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation).

Students submit work late for many reasons and teachers should take time to understand the reason for a late assignment. Reasons could include:

- Legitimate explanation
- Poor time-management skills
- Poor academic skills
- Poor understanding of the assignment

11.1 Teacher Responsibilities

Students should be expected to submit work on time. The teacher must inform students of the due date of an assignment and the ultimate deadline, which is the last opportunity for students to submit the assignment for evaluation. This deadline is set at the teacher's discretion. Teachers may deduct marks for late submissions. Normally the deduction should not exceed 20% of the value of the assignment.

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. These can be found on page 44 of *Growing Success*.

11.2 Missed Evaluations

Students who do not submit assignments may be given zero. A mark of zero will normally result in a gap in the record of achievement of curriculum expectations because the teacher lacks evidence of the student's knowledge or skills. The student might have missed tests, not handed in assignments, or might have been absent for presentations. Students are responsible for providing the teacher with evidence of their learning.

11.3 Determining the Term Mark (70%)

The teacher must make a judgment as to which evaluations will be used for grading. Teachers must bear in mind the Ministry policy that requires teachers to take into account the student's most consistent achievement and they must also give attention to the more recent evaluations.

When faced with a mark of zero on a student's assignment, the teacher must use professional judgment to decide whether or not to include this mark in the calculation. In most cases, a zero is an anomaly and is, therefore, not consistent with performance throughout the term. In such cases, a zero will not affect the term grade. Many zeros, however, indicate that the student has not demonstrated achievement of the overall expectations. In such cases, these zeros are factored into the calculation of the term grade.

Missed evaluations will not reduce the final grade if the overall curriculum expectations have been adequately evaluated through other assignments during the term.

12. To the Student

When the teacher asks you to use your own words and ideas, it means that you should use your own words and your own ideas. You must demonstrate to the teacher that you are capable of submitting work that is your own. When a teacher asks to put your ideas into your own words, it does not mean that there is a correct answer for the assignment. It means that you have to come up with your own ideas to give to the teacher.

Plagiarism means submitting work to the teacher that is not your own. Cheating and plagiarism will not be condoned. When you take ideas and words that are someone else's and pass them off as yours, you are plagiarizing. Plagiarism can involve some of these:

- Using work done by another student.
- Copying someone else's work or homework.
- Taking another student's work and changing some words.
- Cutting and pasting material from the Internet and submitting it as yours.
- Copying information from a book, magazine, website, movie, etc. and not naming the source.
- Leaving out quotation marks for direct quotes.

13. To the Teacher

Help students avoid plagiarising by:

- Defining the term and reminding them of it when setting out an assignment.
- Giving them examples of what constitutes plagiarism.
- Emphasizing the importance of using process skills to arrive at a product.

- Teaching them research skills so they can avoid plagiarising: note taking, paraphrasing, summarizing.
- Teaching them organizational skills: finding and organizing information to build understanding of a topic.
- Teaching them how to make an outline for a report or research essay.
- Having them keep a learning log to reflect on what they learned through the process: how research and organizational skills helped with the project, how could the product be improved, how can the research and organizational skills be improved.
- Assessing the process steps: notes, outline, summary, bibliography, drafts, etc.
- Informing students of the consequences of plagiarism.

14. Consequences

- When plagiarism has been detected, the teacher should discuss the matter with the student and inform the principal of the details.
- The student may receive zero for the assignment because the student has not demonstrated achievement of the expectations for the assignment.
- There might be other opportunities for the student to demonstrate evidence of achievement of the expectations of the assignment (e.g. research, organizational, presentation skills) during the course. If other opportunities arise, the teacher may choose not to factor in zero for the plagiarized assignment in the calculation of the term mark.

15. Appeal

A student may appeal the teacher's decision to the principal after discussion with the teacher.

This policy is based on: *Fresh Air: Assessment, Evaluation, and Reporting in Secondary Schools*, Toronto District School Board, 2006.

16. Code of Student Behaviour

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe, and feel safe in the school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions which put the safety of others or oneself at risk. (The school adheres to the principles of the provincial code of behavior specified in PPM No. 128.)

17. SCHOOL COURSE INFORMATION

Course Outlines

Detailed course outlines have been prepared for all courses offered at Yorkville High School. The outlines provide details regarding each individual course including, curriculum expectations, course content, teaching and learning strategies, along with assessment and evaluation strategies. A copy of each course outline is available through the subject teachers or the principal.

The following courses are currently being taught at Yorkville High School:

Mathematics	MPM2D	Principles of Mathematics, Gr. 10, Academic
	MCR3U	Functions
	MHF4U	Advanced Functions
	MCV4U	Calculus and Vectors
	MDM4U	Data Management
English	EWC4U	The Writer's Craft, Grade 12
	ENG2D	Gr.10 English
	ENG3U	Gr. 11 English
	ENG4U	Gr. 12 English
	OLC4O	Ontario Secondary School Literacy Test Course
Classical Studies and International Languages	LKMBD	Traditional Mandarin Level 1
	LKMCU	Traditional Mandarin Level 2
	LKMDU	Traditional Mandarin Level 3
	LYADU	Arabic Level 3
Business Studies	BBB4M	International Business
	BOH4M	Business leadership
Science	SCH3U	Gr. 11 Chemistry
	SCH4U	Gr. 12 Chemistry
	SPH3U	Gr. 11 Physics
	SPH4U	Gr. 12 Physics
	SBI3U	Gr. 11 Biology
	SBI4U	Gr. 12 Biology
Canadian and World Studies	CGW4U	World Issues: A Geographic Analysis
	CIA4U	Analysing Current Economic Issues
	CHV2O	Civics and Citizenship
	CHC2D	Canadian History since World War I
Social Science and Humanities	HFA4U	Gr. 12 Nutrition and Health
Computer Studies	ICS3U	Introduction to Computer Science
	ICS4U	Gr. 12 Computer Science
The Arts	AWQ3M	Grade 11 Photography
	AWQ4M	Grade 12 Photography
Guidance and Career Education	GLC2O	Career Studies

17.1 Mathematics

Grade 10

Course Name: Principles of Mathematics, Grade 10, Academic

Course Type: Academic

Course Code: MPM2D

Credit Value: 1.00

Prerequisite: Principles of Mathematics, Grade 9, Academic

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.

Grade 11

Course Name: Functions

Course Type: University Preparation

Course Code: MCR3U

Credit Value: 1.00

Prerequisite: Principles of Mathematics, Grade 10, Academic

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.

Grade 12

Course Name: Advanced Functions,

Course Type: University Preparation Course

Code: MHF4U

Credit Value: 1.00

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

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

Grade 12

Course Name: Calculus and Vectors,

Course Type: University Preparation Course

Code: MCV4U

Credit Value:1.00

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

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

Grade 12

Course Name: Data Management Course

Type: University Preparation Course Code:

MDM4U

Credit Value:1.00

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

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

17.2 English

Grade 12

Course Name: English

Course Type: Open

Course Code: OLC4O

Credit Value: 1.00

Prerequisite: 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.

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.

Grade 10

Course Name: English
Course Type: Academic
Course Code: ENG2D
Credit Value: 1.00

Prerequisite: ENG1D or equivalent

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

Grade 11

Course Name: English
Course Type: University Preparation
Course Code: ENG3U
Credit Value: 1.00
Prerequisite: ENG2D or equivalent

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.

Grade 12

Course Name: English
Course Type: University Preparation
Course Code: ENG4U
Credit Value: 1.00
Prerequisite: ENG3U or equivalent

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.

Grade 12

Course Name: The Writer's Craft

Course Type: University Preparation

Course Code: EWC4U

Credit Value: 1.00

Prerequisite: ENG3U, English, Grade 11, University

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

17.3 Classical Studies and International Languages

Level 1 (Gr. 10)

Course Name: International Language - Mandarin

Course Type: Academic

Course Code: LKMBD

Credit Value: 1.00

Prerequisite: None

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

Level 2 (Gr. 11)

Course Name: International Language - Mandarin

Course Type: University Preparation

Course Code: LKMCU

Credit Value: 1.00

Prerequisite: International Languages, Level 1, Academic

This course offers students opportunities to further develop their knowledge of the international language and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of countries where the language is spoken through a variety of print and

technological resources.

Level 3 (Gr. 12)

Course Name: International Language - Mandarin

Course Type: University Preparation

Course Code: LKMDU

Credit Value: 1.00

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

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

Level 3 (Gr. 12)

Course Name: International Language - Arabic

Course Type: University Preparation

Course Code: LYADU

Credit Value: 1.00

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

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

17.4 Business Studies

Gr. 12

Course Name: Business Leadership: Management Fundamentals

Course Type: University/College Preparation

Course Code: BOH4M

Credit Value: 1.00

Prerequisite: None

The business leadership courses allow students to explore how managers function in organizations and

take on the challenge of generating solutions in order to solve problems. These courses allow students to explore the roles, responsibilities, skills, and functions of management. Students will learn the factors that encourage effective leadership practices. Emphasis throughout the courses will be placed on the importance of ethics and social responsibility in the corporate world. Students will learn how to communicate effectively for business purposes. The courses in business leadership will prepare students to work effectively in organizations in positions of employment and management

Gr. 12

Course Name: International Business Fundamentals

Course Type: University/College Preparation

Course Code: BBB4M

Credit Value: 1.00

Prerequisite: None

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.

17.5 Science

Grade 11

Course Name: Biology

Course Type: University Preparation

Course Code: SBI3U

Credit Value: 1.00

Prerequisite: Science, Grade 10, Academic

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.

Grade 12

Course Name: Biology

Course Type: University Preparation

Course Code: SBI4U

Credit Value: 1.00

Prerequisite: Biology, Grade 11, University Preparation

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.

Grade 11

Course Name: Chemistry

Course Type: University Preparation

Course Code: SCH3U

Credit Value: 1.00

Prerequisite: Science, Grade 10, Academic

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.

Grade 12

Course Name: Chemistry

Course Type: University Preparation

Course Code: SCH4U

Credit Value: 1.00

Prerequisite: Chemistry, Grade 11, University Preparation

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

Grade 11

Course Name: Physics

Course Type: University Preparation

Course Code: SPH3U

Credit Value: 1.00

Prerequisite: Science, Grade 10, Academic

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.

Grade 12

Course Name: Physics

Course Type: University Preparation

Course Code: SPH4U

Credit Value: 1.00

Prerequisite: Physics, Grade 11, University Preparation

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

17.6 Canadian and World Studies

Gr. 12

Course Name: Analysing Current Economic Issues

Course Type: University Preparation

Course Code: CIA4U

Credit Value: 1.00

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

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated throughout the course.

Gr. 12

Course Name: World Issues: A Geographic Analysis

Course Type: University Preparation

Course Code: CGW4U

Credit Value: 1.00

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

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.

Gr. 10

Course Name: World Issues: Civics and Citizenship

Course Type: Open

Course Code: CHV2O

Credit Value: 1.00

Prerequisite: None

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

Gr. 10

Course Name: Canadian History since World War I

Course Type: Academic

Course Code: CHC2D

Credit Value: 1.00

Prerequisite: None

This course explores social, economic, and political developments and events and their impact on the lives of different groups 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 Canadian identity, citizenship, and heritage.

17.7 Social Science and Humanities

Gr. 12

Course Name: Nutrition and Health

Course Type: University Preparation

Course Code: HFA4U

Credit Value: 1.00

Prerequisite: Any university or university/college preparation course in social sciences and humanities,

English, or Canadian and world studies.

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.

17.8 Computer Studies

Gr. 11

Course Name: Introduction to Computer Science

Course Type: University Preparation

Course Code: ICS 3U

Credit Value: 1.00

Prerequisite: None

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

Gr. 12

Course Name: Computer Science

Course Type: University Preparation

Course Code: ICS 4U

Credit Value: 1.00

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

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.

17.9 The Arts

Gr. 11

Course Name: Photography: Digital and Traditional

Course Type: University/College Preparation

Course Code: AWQ3M

Credit Value: 1.00

Prerequisite: AVI 2O1: Grade 10 (Visual Arts) - Open

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

Gr. 12

Course Name: Photography: Digital and Traditional

Course Type: University/College Preparation

Course Code: AWQ4M

Credit Value: 1.00

Prerequisite: AWQ 3M1: Grade 11 (Photography) - University/College Preparation

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.

17.10 Guidance and Career Education

Gr. 10

Course Name: Career Studies

Course Type: Open

Course Code: GLC2O

Credit Value: 1.00

Prerequisite: None

This course teaches students how to develop and achieve personal goals for future learning, work and community involvement. Students will assess their interests, skills and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

18. Code of Conduct and Safe Schools

* More information about Yorkville High School 'Code of Conduct and related policies is provided in the Family Handbook available on the school's website.

Focus on Equity

Yorkville High School values the contributions of all members of our diverse community of students, staff, parents and community groups to our mission and goals. Yorkville High School also recognizes that certain groups in our society are treated inequitably because of individual and systemic biases. Yorkville High School expects all members of our community to honour the Ontario Human Rights Code and its goal to prevent discriminations and harassment that violates human rights.

Yorkville High School believes that everyone should have access to the same opportunities and benefits and can be treated with equal dignity and respect, regardless of their background. To this end Yorkville High School is committed to ensuring that the human rights of all community members are respected. Our equity and human rights policy applies to all Yorkville High School constituents, including students, teachers, administration, Board members and parents/guardians of our students.

A Safe Learning Environment

Yorkville High School is committed to promoting responsibility, respect, civility and academic excellence in a safe learning and teaching environment. Such learning and teaching environments are to be peaceful and welcoming for all. They must be free of negative factors such as abuse, bullying, discrimination, intimidation, hateful words and deeds, and physical violence in any form. They must clearly demonstrate respect for social justice and human rights and promote the values needed to develop responsible members of a democratic society.

This shall be achieved by establishing and maintaining high expectations for behaviour with a strong emphasis on conflict prevention as well as early intervention. This requires reciprocal communication between parents and the school, and a working partnership to identify issues and enact a plan to resolve them.

Ontario Code of Conduct

The Ontario code of Conduct sets clear provincial standards of behaviour. It specifies the mandatory consequences for student actions that do not comply with these standards.

Guiding principles

- Student, parents, guardians, volunteers, and teachers and other staff members are included in the code of conduct whether they are on school property, on school buses or at school – authorized events or activities.

- All members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- Insults, disrespect and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have responsibility to maintain an environment where conflict and differences can be addressed in a manner characterized by respect and civility.

Role of Parents in Promoting a Safe School Environment

Parents are responsible for supporting the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they: show an active interest in their child's school work and progress; ensure that their child attends school regularly and on time; support school policies; and support the school staff in dealing with behavioural correction and disciplinary issues with their child. During disciplinary action, it is important for parents to demonstrate support their child, as well as the school, in order to help promote and maintain a culture of appropriate behaviours.

19. Supports and Resources

19.1 Student Services

The student services department consists of qualified and experienced counsellors and administrative assistants. The department has many resources at its disposal, including a wealth of educational planning information. Counsellors provide both personal and academic counselling to individual students, as well as a program of post – secondary educational planning. Students with questions or concerns about academic progress, career planning, as well as other personal issues are invited to speak with guidance.

19.2 Educational Planning and Course Selection

Guidance supports all students in their education planning and course selection through the in-class program and individual counsellor/student meetings. Each year presentations are given to each grade which identify and highlight the important course related issues and questions that students need to consider depending on what grade level they are at. A parent curriculum night is hosted in January each year which allows parents the opportunity to learn about specific aspects of the Yorkville High School academic program like, the course selection process and timelines, CELPIP courses. Parents then go to break out sessions that target the specific issues and considerations for their child's grade. All students are able to sign up for meetings with their Guidance Counsellor to discuss any aspect of their educational planning from course selection to managing their curricular and extracurricular programs. Parents are encouraged to call their child's counsellor with any questions they may have, and appointments can be booked if it is a question that requires more than a phone call.

Students may book an appointment to see a counsellor in the Student Services office. Parents and or

teachers may also initiate appointments. Students and parents who wish information or assistance from the counsellors may e-mail their counsellor or contact the student services to be directed to the appropriate counsellor.

19.3 Intervention Supports and Student Success.

Each teacher is available for extra help, and will inform students of the days and times each week when this assistance is available.

Teachers are encouraged to notify the student's Guidance Counsellor of any academic or social emotional issue that could be preventing a student from achieving positive academic growth and emotional wellness. The guidance works to develop an individualized plan that draws on internal and external supports as necessary to support the student. The Guidance tracks all individual students to make sure that they complete the individual requirements (literacy test, community service hours, and required courses) needed to obtain their OSSD.

19.4 Special Education

Accommodations for students are primarily based upon recommendations made in psych educational assessments, and/or designed to address specific student needs. Students can be referred to the Guidance by parents/guardians, by teachers and/ or psycho educational testing if it has not yet taken place.

Educational Support Plans provide instructional, environmental and assessment accommodations. The students' teachers can work with the student Guidance for support on the implementation of strategies and accommodations.

19.5 In school peer- tutoring

Although extra help is readily available from Yorkville High School teachers, individual tutoring may be recommended for students who are having difficulty in particular subject area. A number of Middle and Senior Yorkville High School students are available for tutoring and mentoring through the coordination of the student outreach coordinator for further inquiries, please contact the Guidance department.

20. Community Resources

The student Services department seeks to engage with the community to provide students with appropriate resources. This process begins with the guidance counsellor, the student success counsellor, and/or social worker talking to students and developing an understanding of their specific needs, Students identified as needing external support are referred to specialists in the community. These specialists include doctors and psychiatrists for medical observation, psychologists and social work therapists for family or individual counselling, community programs for specific needs, and psychological testing for accommodation and support recommendations. The social worker, guidance counsellor receives updates and information from these professionals that informs school support and

accommodation.

21. Acceptable Use Policy

It is the Policy of Yorkville High School that all members of the Yorkville High School Community are responsible for obeying provincial and federal laws and regulations in the use of the Yorkville IT Resources, website and online learning tools. Additionally those using the website to access courses must adhere to the laws that are applicable to online use in their respective jurisdictions. The Yorkville High School website is the sole property of Yorkville High School. Yorkville High School grants students, clients and employees the privilege to use our IT Resources, website and online learning tools to further learning, teaching and working. 28 In general, any use of the IT Resources, website and online learning tools for personal benefit or political causes or for personal commercial gain is considered to be a conflict of interest and in violation of this Policy, unless a person has received personal written approval from the Principal of the school.

The use of Yorkville IT Resources, website or online learning tools to engage in activities that violate the Copyright Act is strictly prohibited. Further, any use of Yorkville's IT Resources which may violate a person's right to work and study in an environment free from discrimination/ harassment is strictly prohibited. However, the use of Yorkville IT Resources, website or online learning tools to engage in activities that violate the Copyright Act is strictly prohibited. Further, any use of Yorkville's IT Resources which may violate a person's right to work and study in an environment free from discrimination/ harassment is strictly prohibited. However, Yorkville High School recognizes academic freedom. As such, it is not considered an offense to seek out information that may be considered offensive, provided it is done for specific academic purposes and is a legitimate exercise of academic freedom, freedom of thought and inquiry, and expression in teaching and research. recognizes academic freedom. As such, it is not considered an offense to seek out information that may be considered offensive, provided it is done for specific academic purposes and is a legitimate exercise of academic freedom, freedom of thought and inquiry, and expression in teaching and research.

21.1. Yorkville High School General Policy Governing IT Use:

Scope

This policy governs the use of "IT Resources", which include IT services, facilities and equipment the school owns or operates for the use of employees, students and others. All information stored in any form on IT Resources (e.g., in documents, video streams, audio recordings, etc.) and all communications transmitted in any manner using IT Resources (e.g., via e-mail, text-message and voice mail) are governed by this Policy. This Policy also governs the use of social networking sites by employees and students whether or not such use relies upon Yorkville IT Resources.

Review

The Principal will review this policy once per year or when significant business process changes occur, to ensure the information contained herein is current and applicable.

21.2. Policy Requirements:

Anyone using Yorkville IT Resources must comply with all applicable federal and provincial laws, the specific rules set out in this Policy and all other school policies as they apply.

21.3. General Use

Use of IT Resources is primarily for academic learning, teaching or working purposes. The College permits limited personal use of IT Resources on the conditions listed below in the “Acceptable” section. Please note that personal use is subject to the school’s right of access that is described below. Individuals who wish to engage in personal use with an expectation of privacy should not use the schools’ IT Resources.

Acceptable:

- Use of IT Resources for academic learning, teaching or working purposes on behalf of the school;
- Limited use of school IT Resources for personal use is permitted provided that such use;
- does not adversely impact the daily work/learning outcomes of the school employees and students
- does not cause IT service issues of any magnitude.

Unacceptable:

- It’s a violation of school policy to:
- access School equipment, facilities, networks, information or accounts without authorization;
- use another individual’s information technology account with or without the individual’s permission unless it is carried out by the school for legitimate purposes;
- grant another individual access to one’s own information technology account by sharing a password or by any other means unless it is carried out by the school for legitimate purposes.
- use IT Resources to intentionally interfere with the work of other students, faculty members or school officials;
- access, create, publish or communicate information that is obscene, pornographic, abusive, defamatory, derogatory, threatening, violent or harassing, including material that may interfere with other individuals’ rights under the Human Rights Code or the Occupational Health and Safety Act.
- display, transmit, distribute or make available information that expresses or implies discrimination or an intention to discriminate
- use IT Resources to intentionally interfere with the normal operation of IT Resources including, but not limited to, flooding the school network with messages, sending chain letters or pyramid solicitations, spreading viruses, etc.
- use, disclose, copy, modify or delete information stored on IT Resources without authorization
- use IT Resources for personal or political causes or for personal commercial gain without filing a disclosure of conflict statement and receiving authorization from the Principal

- gather other individuals' personal information under false pretenses or for unlawful gain
- create and/or use world-wide web information pages or links to point to offending materials that conflict with rights and interests protected by Canadian Charter of Rights and Freedoms, the Human Rights Code or the Criminal Code
- use IT Resources for any purpose that could be seen as a violation of the Criminal Code
- use IT Resources for any purpose (e.g. upload material) that is not in accordance with the Copyright Act.
- send bulk commercial electronic messages without authorization from the school
- engage in personal use that breaches the conditions set out in the Acceptable section above.

21.4. E-mail communications:

All E-mails created or transmitted on IT Resources must comply with the rules for use of school IT Resources set out above.

21.5. Social networking sites:

Social networking sites are any forms of online presences or publications including, but not limited to, Facebook, Twitter, blogs, wikis, Wechat, QQ, etc. that provide a platform for individuals to engage in networking activities, or publish information on the Internet. The school fully endorses academic freedom of speech on social networking sites. However, the use of IT Resources to engage in social networking and publish information on the internet is subject to all the rules set out above. In addition, the school prohibits the following activities whether or not it is facilitated by the use of school IT Resources:

- Publishing any school information on social networking sites or the Internet that is confidential and has not been approved for public disclosure ;
- Using social networking sites or publishing comments, opinions or statements for workrelated purposes without school authorization;
- Implicitly or explicitly giving the impression that comments, opinions, statements made on social networking sites or the Internet represent the views/beliefs/stance of the school without prior approval from the school
- Publishing comments, opinions or statements that are likely to interfere with employees' or students' rights under the Human Rights Code or the Occupational Health and Safety Act
- Publishing comments, opinions or statements that are likely to adversely affect the school's reputation or otherwise affect its ability to achieve its mandate.

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

22. Minimum Hardware and Software Requirements for Online Courses

Internet

Connection Broadband internet connection (cable or DSL; wired or wireless) with 256Kbps or higher.

Hardware

Desktop machine (PC or Mac) manufactured in past 3 years and capable of running general software applications (MS Office XP or newer) and accessing multimedia websites (youtube, etc). Minimum hardware resources including but not limited to 2GHz Pentium 4 and 2GB of RAM. Modern handheld devices such as Android tablets and Apple iPads are generally acceptable.

Software

1. Minimum operating system version requirements: Windows XP Service Pack 3, Windows Vista Service Pack 2, Windows 7 with current updates, Mac OSX 10.7 or higher
2. Internet browsers' most basic compatibility:
 - Internet Explorer 8 or newer
 - Google Chrome 20 or newer
 - Safari 6 or newer
 - Opera 9 or newer
 - Mozilla Firefox 15 or newer
3. Additional software applications, add-ons and security settings:
 - Adobe Flash Player: <http://get.adobe.com/flashplayer>
 - Adobe Reader: <http://get.adobe.com/reader> ▪ Microsoft Office (Word, Excel, PowerPoint) or an equivalent (e.g. Open Office, Viewer)
 - Sun Javascript installed
 - Browser cookies enabled

23. Technology in the Curriculum

In preparation for further education, employment, citizenship, and lifelong learning, students and teachers must be capable of deriving meaning from information by using a wide variety of information literacy skills. By virtue of the fact that Yorkville High School courses are entirely online, students will experience first hand the benefits of a technologically enriched education and thereby acquire skills for the 21st century. Increasing reliance on computers, networks, and 32 information technologies in society makes it essential for students to become computer literate and to develop information literacy skills. Information literacy is the ability to access, find, select, gather, critically evaluate, create, and communicate information. Yorkville High School places a great deal of emphasis on using the

information obtained to solve problems and make decisions.

23.1. Software Programs for Students

As part of their training in computer and information literacy, students should become familiar with a wide range of available software programs. Among the applications that can aid student learning are simulations, multimedia resources, databases, and computer-assisted learning modules, many of which have been developed for use in particular disciplines. Students will also be expected to use software applications that help them develop general skills in such areas as writing, problem solving, research, and communication. It is important that students learn to critically evaluate the accuracy, validity, currency, comprehensiveness, and depth of the information they access using information technology, particularly the Internet. In general, students must acquire the knowledge, skills, and attitudes to allow them to use computer and information technology safely, effectively, confidently, and ethically.

23.2. Collaboration Tools for Teachers

The curriculum writers for Yorkville High School work collaboratively within and across disciplines to effectively plan for the integration of computers and information technologies into the teaching/learning process. As the technology capable of enhancing student learning becomes available, our teachers should, within a reasonable period of time, incorporate that technology into their planning of instruction and learning activities in individual disciplines and, collaboratively, across disciplines. Effective communication programs can also help to promote the development of information literacy skills among all students by supporting and coordinating the collaborative planning and implementation of reading programs, inquiry and research tasks, and independent study.

24. School Time Table

See next section.