

Newton's Grove Senior Course Calendar 2019-2020

Our Mission Statement

Each of our students is an individual, with talents, abilities, hopes and dreams that are uniquely his or her own. Our goal is to allow each student to develop the skills that will allow those dreams to be fulfilled. We do this through a challenging academic program tailored to the needs of our students, as well as through a program of arts, music, drama, physical and extra-curricular activity that highlights our students' abilities. Supporting and enabling these goals and programs reflects our sense of community. We are an inclusive body of parents, students, teachers and administrators who embrace the philosophy Newton's Grove was founded upon: Reason, Respect and Responsibility. In all that we do, we strive to impart these qualities to our students, enabling them to become good citizens, happy and productive individuals, and the leaders of tomorrow.

Academic Philosophy

Newton's Grove's goal is to help students realize personal excellence. To that end, we offer a skills-based program that is tailored to individual student needs. Those needs may range from enrichment to supplemental support for students who are struggling in a subject. We stress mastering the fundamentals, so students will develop higher order thinking skills, such as analysis, synthesis and extrapolation, and be able to apply those skills in original and creative ways. In doing so, we challenge students to think for themselves, to find their voices, and become life-long learners.

Leadership

Senior and Intermediate students are models for the rest of the school. They should be the most exemplary in appearance and conduct, and we will hold them to a higher standard of behaviour than we expect from our younger students. There are greater privileges that come with age, but these must be earned through the consistent demonstration of responsibility.

Leadership opportunities include participation on school councils and involvement in clubs, teams and student government. For grade 12 students, there is also the honour of becoming a prefect, a visible model for the rest of the school.

Reason, Respect, and Responsibility

The motto of the school is Reason, Respect, and Responsibility. These three R's are the foundation of Newton's Grove: they define our programs; they are our guiding principles; they are what we wish to impart to each student.

The first R is Reason, the training of the mind. In that regard, Newton's Grove is a traditional institution. We believe that a structured approach to learning is the best way to grow academically. Through daily homework, through demanding lessons, and through high

expectations of performance, our students are challenged to learn. It is that challenge which allows them to fulfill their potential, bolstering their self-image and imbuing them with confidence. Although traditional in methodology, we stress the acquisition of skills and hands-on interaction within the classroom. We encourage our students to think for themselves, to become independent and life-long learners. Problem solving is fundamental to our program, fostering originality and creativity. Embracing the latest technology, we endeavour to give our students the tools they will need for tomorrow.

The second R is Respect, the interaction with the world. Students are shown that the way we treat each other, our school, the property and the uniform reflect the value we place on education. As a caring community of teachers, parents and students, we strive to demonstrate fairness, courtesy and unselfishness. Each member of our community is valued, deserving to be treated in a manner that is supportive and respectful. The wonderful diversity of our school is only possible through the tolerance and appreciation of all races, creeds and religions.

The final R is Responsibility, the quality that defines all that we do. We believe that a sense of responsibility is one of the greatest legacies of education. An individual who acts responsibly is one who can be trusted, who can be relied upon, who can be given important tasks. Our students are given personal responsibility for homework, for studying, for preparing assignments. They are encouraged to become involved in their community, to take responsibility for those around them.

We believe it is our responsibility to educate the whole person, the physical and emotional as well as the intellectual, and that is our commitment to the students entrusted to us.

Decorum

Students at Newton's Grove are always expected to act as ambassadors of the school. This requirement applies to all aspects of dress and conduct, both at school and on all school sanctioned activities. All school trips and activities will require the wearing of the school uniform unless there is a sound basis for an exception, as determined by the Principal.

Details on acceptable dress are carefully explained in the Dress Codes for each division. Students are expected to know and abide by these codes. Wearing the uniform in a slovenly manner is unacceptable. How students present themselves says a great deal about their self-respect and the respect that they have for their school. Students must therefore demonstrate good grooming and a neat appearance. These expectations are always in place. If students go out at lunch or ride the buses while wearing the school uniform in an unkempt manner, then this reflects poorly on all of us. School rules do not disappear when students leave the property.

Both at school and on trips, students are expected to treat their peers, the staff, and all visitors with courtesy. In class, students must not chew gum, eat or drink. If students of Newton's Grove are guests, they should distinguish themselves by their polite and co-operative nature. Students will extend to hosts and guests the same respect they would like to receive.

In regard to relations between students, particularly in terms of acceptable levels of intimacy, students are reminded that the school is a public place. Students must act accordingly: overt displays of affection are discouraged, including hugging, kissing and handholding. Any further acts of intimacy are strictly prohibited.

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Senior Uniform Policy

Students are expected to be dressed strictly according to the prescribed uniform. All pieces of the uniform are to be proper “dress” or business attire. All items should be labeled and cared for responsibly to prevent loss or damage.

The uniform must be clean, neat and worn in a respectful manner always. Dress shirts must be tucked in, top buttons must be properly done up, and ties tightened. This policy is always in effect during school hours, before and after classes, and during spares. Coats and hats must be removed upon entering the building. Students who fail to wear the prescribed uniform properly may be kept from classes until they do so.

Students in the Senior Division are required to wear a school uniform consisting of a crested gray blazer, black crested vest, white dress shirt or blouse, black dress pants or kilt, a school tie, black or navy socks, or black, navy or nude tights, and black dress shoes. A Newton’s Grove golf shirt is optional and a privilege. Only plain white undershirts or t-shirts are allowed under any school shirt.

All males up to Grade 10 must be clean-shaven. Students in grades 11 and 12 may have neatly trimmed facial hair. Hair must be undyed, untinted, unstreaked, and conservatively cut, except in cases of religious practice. Bandanas are not permitted at school. No earrings or facial piercings are allowed!

For female students, make-up, jewelry, hair styling and tinting/dyeing must also be conservative. No facial piercings! Boots and excessive platforms are not acceptable. Heels must be no more than two inches. Skirts should extend below mid-thigh.

For physical education, drama, and tournaments, students must wear a complete Newton’s Grove gym uniform or will not be permitted to participate.

Any student not in uniform will be sent to the office. A student may only return to class if they present a “Uniform Admit Slip.” Chronic offenders will be sent to the Principal 10 and 15 offences. Chronic offenders of the uniform policy may be sent home or kept from attending classes.

The School Year and Timetable

At Newton's Grove, the school year runs from the first day after Labour Day to the third Friday in June. We are a term school, which means that all courses run for the entire academic year (except for half-credit courses and some senior math courses, which are semestered). There are four reporting times per year. Parents receive a Progress Report in early November, a Midterm Report in early February, a Third Progress report in mid-April, and a Final report in late June.

Our timetable is based on a two-day schedule, with four 80-minute periods per day. Our classes run from 9:05 a.m. to 3:30 p.m., with a 55-minute lunch beginning at 11:50. Each student receives a personal timetable at the beginning of the school year indicating the course, the course code, the teacher, the time slot and the location.

Homework

Work is assigned to reinforce concepts covered in lessons, and although some class time is provided, students are required to complete unfinished work at home. Homework must be printed and the hard copy in the teacher's hand for the assignment to be considered on time.

Students are expected to turn in homework and assignments on the prescribed due date. A failure to turn in work on time will result in consequences. Teachers will call home when homework is not completed. If homework is not handed in by the third day, the student must serve detentions until the work is complete.

Homework that is still not turned in two weeks after the due date may require that student to be kept from attending classes until the homework is complete.

Edsby

Last year, Newton's Grove introduced a learning management system and on-line educational platform called *Edsby*. This system enables students and parents of all grades to keep track of assignments and homework and to access supplementary resources. Students can effectively track and manage their activities, and both students and parents are able to see the events and classes scheduled each day, as well as be informed of upcoming events and assignments. Each class has a social media-like feed where students and parents can ask questions and interact with the teacher and other students. Every Edsby class will have a calendar that shows the events coming up in that class. As the teacher creates assignments and tests, Edsby will put them in the class calendar where they will show up on the students' and parents' home calendars as well.

When teachers upload files and videos in a class, Edsby puts them in the class library for easy access. If it's the night before the exam and a student needs to find the study guide they lost, it'll be Edsby to the rescue! Similarly, if a student wishes to review past tests and assignments, they will be on Edsby as well.

Edsby works best on the Chrome web browser; however, mobile versions of Edsby are available for smartphone and tablet devices. Edsby is cross-platform, with support for iPod Touch, iPhone, iPad and Android. Edsby is an essential resource, organizational and communication tool that allows students and parents to stay on top of their work and to communicate directly to the teacher. Parents will be given a personal log-in and are expected to access the site at the beginning of the year and actively check in on a regular, ideally daily, basis.

Student Success Advisors

An important function of Student Success is to offer a support and referral system to all students. School, as well as the home and outside environment, can sometimes be overwhelming for many students. The Student Success Department offers a non-judgmental environment for students to talk through, strategize, and learn to cope with day-to-day concerns. Strategies are also taught for time and stress management. Student Success advisors are not psychologists, however, and, when needed, will make referrals to specialized counselors and agencies.

One of the main purposes of the Student Success Department is to offer guidance in course selections and post-secondary and career planning. Advisors meet with students and parents to help choose courses. This is of utmost importance since many college and university programs require specific high school credits. Teachers also advise the counselors of any students with potential academic problems, and strategies are developed to assist the students to meet their potential. Another service provided is post-secondary counseling. Students attend the annual college or university fair. The counselors then meet with the students and explore programs to find which college or university best fits their needs.

Computer Labs and Learning Commons

There are two school computer and resource labs: one for elementary students and one for seniors. Apart from classes scheduled for the computer room, the computer rooms are generally open and available to students before the school day begins, at lunch, and after school. All users of the computer rooms are required to read and sign a contract on the fair and appropriate use of school computers.

The Learning Commons is a quiet resource room where students may go to work quietly. It is available through the day for students on spares, and it is available at lunch and before and after school. There are a range of fiction books and resource books available on the shelves that students may use while in the Learning Commons, but students may not remove books from the room without teacher permission.

Laptop Computers

Laptop computers are useful tools that may benefit students' learning, organization and note-taking. All laptop users must obey the following rules:

- Students are solely responsible for the content and safe-keeping of their laptops.
- Any inappropriate use, including opening files containing games or offensive material, may result in the loss of the laptop privilege.
- Teachers may confiscate a laptop and request that the student open any files in the presence of the Principal.
- Only students whose IEP stipulates the use of a laptop may do so during a test or exam.

Cell Phones and Other Devices

Each year we stress to students that it is not advisable to bring cell phones or other expensive items to school. **The student alone is responsible if these items are damaged, stolen or lost.**

If students choose to bring these items, they must abide by the following rules:

- Cell phones will be collected at the beginning of each class.
- All other types of electronic devices, such as games, must not be seen or heard while students are in class.
- Ear buds and head phones are not allowed in classes, regardless of what device they are attached to.
- Receiving or sending of text messages, other than during the accepted times, is strictly prohibited. Students caught texting in class may be required to show all their text messages to the Principal.
- Repeat cell phone offenders will be required to turn in their cell phones daily.
- Cell phones are strictly banned and prohibited from exams and classes during testing.
- Anyone caught sending or showing obscene, demeaning, threatening or offensive images or texts will be sent to the Principal.

Lateness and Absentee Policy

Failure to be on time is a statement about the value of education, or the ability to plan responsibly. Being late also causes an inevitable disturbance to those who were on time. For these reasons, tardiness is unacceptable.

If there is a valid reason why a student may be late, parents are asked to provide a note or call the school to explain the nature of the circumstances that resulted in the lateness.

Students who skip classes will be dealt with by the Principal. This is a serious infraction and may result in suspension, loss of privileges, and placement on probation.

No student should attend school while ill or in the face of a pressing family matter. When these circumstances develop, parents should contact the school before 9:00 a.m. **If a major test, assignment or exam is scheduled for that day, the school will require a medical note to confirm the student's condition.** Unless two or more days have been missed, students should write the missing test during the next class. It is the responsibility of the *student* to meet with teachers and arrange to write missed tests and collect work that may have been missed.

For Senior students, a cautionary letter will be sent home after 10 missed classes. After 15 absences, students must meet with the Principal to address the reasons for the absences. **At 20 absences, students may be required to withdraw from a course if the administration determines the credit has been seriously compromised.**

Parents who choose to remove their children from class must accept responsibility for insuring the child catches up on all missed work.

Test Policies

- No more than two major tests should be scheduled for one day.
- All tests must be signed by the parents.
- There should be no talking or questions during a test. The only exception will be for typos or words or sections missing.
- Students are required to bring the necessary tools, such as calculators, to a test.
- Any student who misses a test must write it during the next class, unless another arrangement has been made with the Principal.
- Students must bring a doctor's note explaining the absence in the case of a major test or assignment. No marks will be entered until the note is produced.
- Any person late for a test without a valid excuse (as determined by the Principal) will not receive additional time.

Exam Policies

- Our policy is that all senior courses should have exams, unless an exam is not course appropriate, such as Drama.
- If a student misses an exam, the school will require a medical note to confirm the student's condition. The student will write the missed exam on the day he or she returns,

unless another exam is scheduled for that day. In that case, a new exam timetable for that student will be worked out with the Principal.

- Students must be made aware of all aspects of the examination (units covered, weight of marks) at least one week prior to the exam period. No major tests or ISUs should be due this week, and homework should be adjusted accordingly.
- The weighting of exams should generally be as follows:
 - Grades 9 and 10: 20% of Final mark
 - Grade 11: 25% of Final mark
 - Grade 12: 30% of Final mark
- Prior to the review week, students should be provided with:
 - a.) a detailed breakdown of the exam format,
 - b) a study sheet indicating the key topics within each unit. The teacher is not required to summarize the course, but should indicate where the emphasis will be placed,
 - c) each course must have at least 2 days of review.
- The total marks for the examination must be clearly indicated as well as the marking scheme for each question.
- No final exam marks should be released until authorized by the Principal. Students may be told their term marks going into the exam.
- The Principal should be informed immediately if any student fails.
- A copy of a high, medium and low exam for each course must be submitted to the Principal. All final exams will be stored in the main office for the remainder of the school year.

Plagiarism and Cheating Policies

Plagiarism

Plagiarism is a violation of intellectual property in which someone else's work is taken and misrepresented as being original. As such, it constitutes both a form of theft and fraud. At universities, anyone found guilty of this act faces immediate expulsion. The expulsion becomes part of the offender's transcript for the rest of his or her life and may prevent admission into a professional faculty. The gravity of this offence cannot be overstated, and it is incumbent on all of us to ensure that the integrity of all student work is maintained.

Plagiarism may take the following forms:

- Copying another student's homework or assignment.
- Copying sections from another source and failing to credit that source.

- Paraphrasing the ideas or content of another source and failing to credit that source.
- Reproducing pictures, tables, charts, maps, diagrams, and statistics without crediting the source.
- Reproducing copyright materials, including art, graphics, or any intellectual property from the electronic or print media.
- Downloading reports or research from the Internet without crediting the source.

Teachers will treat all types of plagiarism seriously but, like all offences, the motive will determine the extent of the punishment. If it is apparent that the fault is a product of sloppiness or misjudgment, then the student will be required to go back and correct these oversights. There will be a penalty for this failing, at the teacher's discretion.

In instances of intentional deceit, the penalty will be an automatic zero on that assignment. Students will then be required to redo the assignment; they may not elect to simply take the zero. The new assignment will then be marked, and that mark will be averaged in with the zero. The student may also be placed on academic probation for the rest of the school year.

To properly combat this type of academic fraud, made all too easy through the use of computers and the Internet, teachers have the right to request and receive a student's sources. **Failure to adequately provide the requested sources will be regarded as an admission of guilt and will be dealt with accordingly.**

Cheating and Gross Deceit

Cheating indicates a deliberate attempt to thwart the rules, to receive marks that have not been earned. Gross deceit involves fraudulently submitting someone else's work as your own, such as an essay downloaded from the internet. The automatic penalty for these and any other deliberate forms of cheating will be a zero on the assignment, test or exam. When a student or students are caught cheating, their papers will be taken away from them at that moment. If, on investigation, it turns out that no cheating was involved, then the test can be finished, and sufficient time will be provided. Students who actively help another student to cheat, such as by giving them answers or an assignment, may face the same penalty as the person who copied or received the information.

Any student caught cheating will be reported to the Principal, and the parents will be informed of the offence and the penalty. This may result in the student being placed on academic probation for the rest of the school year.

Probation and Contract Policy

Students who fail to meet an acceptable standard in academics or behaviour are subject to placement on probation. Probation entails an individual contract that documents the areas of concern and the steps the student must take to address these concerns. Placement on probation is strictly at the discretion of the Principal. Students on probation will remain so until the end of the school year. Failure to adequately address the reasons for probation may result in further consequences and may lead to a student not being accepted back to Newton's Grove.

For students failing a subject, having more than one course below 60%, or having an average below 65%, academic probation may be recommended. For students placed on academic probation, the Student Services department will seek to identify the source of the difficulty and recommend steps to rectify it. From there on, the Student Services department will monitor the student's progress.

Failure to improve performance may result in several actions. One of these actions may be a suspension of all privileges, including sports teams and extra-curricular activities. Students may also be required to attend tutoring sessions and spend extra time at school.

Academic probation may be imposed for different reasons, not all directly related to marks. For students who chronically fail to attend class, complete homework, maintain agendas, or whose marks have dropped significantly, academic probation may be recommended. These students face a loss of privileges and further disciplinary action. Failure to adequately address the areas of concern may result in a student not being invited back to Newton's Grove.

Any serious infraction of school policy or any chronic failure to abide by school policy may result in placement on probation. The Student Services department and the Principal will closely monitor this placement. Consequences for failing to meet the conditions specified in the probationary contract will also be outlined in the contract. These consequences will be clearly expressed when the contract is written.

Field Trips

Students are occasionally required to attend out-of-class events to fulfill the expectations of a course. **Educational field trips are not optional.** Although additional time and expense may be incurred, students are expected to attend to gain the full range of experience and learning offered at Newton's Grove. Failure to attend may result in zeroes on any trip assignments.

Newton's Grove also arranges trips for recreational purposes. Students are strongly encouraged to participate in these events. Trips of this nature are often essential in developing school spirit and a sense of camaraderie among schoolmates.

Student Driver and Transportation Policies

The safety of our students is of paramount importance. For this reason, the policies around busing and student driving are very specific and strictly enforced. Failure to obey these policies may result in loss of privileges, suspension, and even expulsion if the safety of any of our students is seriously compromised.

Students on Buses

We use Stock Transportation for our busing to and from school and for all field trips. Stock Transportation has a safety policy to which we strictly adhere.

Students on buses must obey the following:

- Appropriate behaviour always.
- Students are to remain seated.
- No shouting or horseplay.
- No eating or drinking.
- Windows to be adjusted only with permission.
- Bus driver is not to be distracted.
- The bus driver is not to be asked to make unscheduled stops or take alternate routes.

Student Drivers

Student drivers must obey the following:

- Drive carefully and responsibly always, on and around school property. Reckless or dangerous driving will be dealt with severely.
- All students parking on school property must give the vehicle description and license number to the office.
- Stereos must be kept at a reasonable level on school property so that little sound escapes from the vehicle itself.
- Students may not “hang out” in cars on school property. After entering a vehicle, students should leave prudently, and exit the vehicle promptly upon their return.
- Squealing of tires, honking, and excessive revving of engines are not permitted.

Morning Drop-off and Afternoon Pick-up

- Newton's Grove is not responsible for students dropped off before 8:00 a.m. Students are expected to be picked up by 5:00 p.m.
- For students in JK to grade 8, there will be charge for students remaining after 5:00.
- All students who arrive prior to 8:40 a.m. must report to the art room. Students will not be allowed at their lockers or in the halls prior to 8:40.
- Once students arrive at the school, they must remain on school property. Only students in grades 9 or up may leave prior to class and at lunch.
- After a late practice, tournament or field trip, it is the responsibility of the staff supervisor to stay with the students until they are all picked up. For that reason, parents are asked to be at the pick-up on time.

In the morning

- When entering the parking lot, **stay to the right since it is one-way only.**
- **Parents who are planning to drop off students without coming into the school should continue down the length of the parking lot and turn back north (facing Goreway) before stopping to let out their children.**
- **Please do not stop in the bus parking zone or in the designated Handicap spots, which are located just before the exit.**
- Parents dropping off their children should pull over, out of the line, just past the bins to drop off their children.
- Unless you are in a designated parking spot, parents are expected to exit the parking lot as soon as their children have safely exited their vehicle.
- Parents intending to park and accompany their children into the school must park in a designated parking spot.
- All parents and students should enter and exit through the front (north) doors.

In the afternoon

- Parents should enter and follow the same protocols as in the morning.
- **Parents arriving before 3:30 should park in a designated parking spot.**
- **Parents should not block in the buses.**

- **Parents should not park in the designated Handicap spots.**
- Parents are encouraged to turn right (east) when exiting the lot since the traffic is often backed up heading west on Goreway.
- **Exit slowly! There are small children moving between vehicles and drivers must exercise extreme caution.**

Parking

- Anyone who parks at the school does so at their own risk. Newton's Grove will not be held responsible for theft or damage no matter what the cause.
- Parking spaces are limited, and students are reminded that staff and other building tenants have priority. No parking is to be allowed on the roads surrounding the school.
- Students may only park at the very end of the parking lot.

Lunch Policies

Students in grade 9 are permitted to leave the school property for lunch with written parental permission. Students from grades 10 to 12 may eat lunch off school property.

The Luncheonette will again be operating at the school to offer some variety at lunchtime. This service is separate from Newton's Grove and arrangements are made directly through Kat's Catering to provide lunches daily.

Student Council Policies

Newton's Grove is proud to have an elected student council in the Senior division. For Student Council, the student body elects the executive council and the offices are as follows: President, Vice-President (who came in second in the voting for President), Secretary, Treasurer, Media Director and Social Director.

In order to hold a position on Student Council, the following criteria must be met:

- The President must have attended Newton's Grove for a minimum of two years.
- All students involved in Student Council must maintain an academic average of at least 70% (this includes class representatives.)
- The behavior and conduct of all students involved in Student Council must reflect the necessary maturity and responsibility.

- Student council must demonstrate their commitment to the community by participating in at least two non-profit events that will benefit the community and raise student awareness.
- All events organized by student council must be in the best interest of the entire student population of Newton's Grove.

Failure to comply with the above standards may result in withdrawal from Student Council.

Athletics

School sport is an avenue of activity where students can learn valuable life enhancing skills, interpersonal communication, determination, perseverance, confidence, leadership, citizenship, goal orientation, motivation, and personal satisfaction. Every student is encouraged to participate in athletics, without losing sight of the primary reason for attending school.

Newton's Grove is a member of the Private School Athletic Association (PSAA), as well as a member of the Small Schools Athletic Association (SSAF).

Varsity

Participation in varsity sports requires a high level of commitment and perseverance in order to succeed. After school practices are held frequently, and attendance is mandatory.

The following varsity sports are available at Newton's Grove:

GOLF	TENNIS
CROSS-COUNTRY	SOFTBALL
TOUCH FOOTBALL	VOLLEYBALL
INDOOR TRACK	SOCCER
BASKETBALL	BADMINTON
INDOOR SOCCER	TRACK & FIELD
BOWLING	ULT. FRISBEE
SWIMMING	FLOOR HOCKEY

Eligibility for athletic participation is outlined and defined in the Rules and Regulations Handbook.

Intramurals

The intramural program at Newton's Grove includes a range of different activities that occur at lunch hour throughout the course of the school year. The intramural sports programs are organized and run by the physical education department, and grade 11 phys-ed students who volunteer their time to fulfill their course requirements. The intramural leagues allow no physical contact, no use of vulgar language, and no fighting or rough housing. The important

considerations are for all players to maximize their efforts and have fun, while still remaining between the lines of acceptable conduct.

Printing and Photocopy Policy

Too often, students bring in work on discs or memory sticks with the intention of printing the assignments at school. Similarly, students frequently make demands of the school photocopiers to reproduce notes and other work. Students are reminded that the school is *not* a printing service. Students who need to print homework should do so at home. **Photocopying will only be done with a note from the Principal.** Students who abuse this policy may be charged for printing or lose printing privileges.

Lockers

Lockers will be assigned at the beginning of the school year, and students in grades 7 to 9 will be required to share a locker with a partner. Lockers are to be kept locked when not in use. Locks may be purchased from Student Services. It is the student's responsibility to keep the combination private and to maintain the locker in a neat and clean condition. Students are discouraged from bringing expensive items to school since locker security cannot be guaranteed. Lockers are the property of Newton's Grove and the administration reserves the right to open lockers at any time. **Please Note: Money and other valuables should NOT be left in change rooms or lockers.**

Early Release

To be released from school, students must bring a note from home, specifying the time span and the reason for absence. This note is to be presented to Student Services before 8:50 a.m. of the day in question. **No student may leave the school without the school administration receiving consent from the parent or guardian.**

Visitors

As is the case in many schools, we also adopt a "no visitor" policy towards students from other schools who might drop in. In exceptional cases, the Principal may give prior written permission for a visit. All visitors must sign in with the Principal and receive a Guest Pass.

Textbooks

Textbooks are to be purchased directly from Alphabooks. They are to be used as a study tool and may be kept by the student at the end of the course. Textbooks are to be treated respectfully. Any textbook defaced by graffiti or obscenity will have to be replaced at the student's expense.

Identification of Property

Because all students wear identical uniforms, each student should label all parts of his or her school and gym uniforms with his or her full name. This will enable us to easily identify any articles that are lost and found. Because of the many personal articles that are in use within the school each day, the best way to keep track of your own possessions is to plainly mark your name on all books, calculators, and gym equipment that are brought to school. The school is not responsible for articles that are lost or stolen, even from a school locker.

Fire Drills

When the fire alarm goes, assume there is a fire (unless there has been an announcement on the PA system informing you otherwise.) Please walk quickly and quietly to the designated fire exit. Once outside, do not block the exits. The first two students to reach the fire exit doors are to hold these doors open.

Supplies

Students must provide and maintain their own supplies, i.e.: pencils, pens, erasers, pencil crayons, pencil case, three ring binders, unlined and lined paper, ruler, geometry set, calculator*, dictionary, and if taking French, a French/English dictionary. Occasionally, a student will be required to supply other materials for various courses and special projects.

*A fee will be charged to those students enrolled in any Senior Art or Music course in order to ensure that students have the necessary material.

* Graphing calculators are required for grades 9, 10, 11 and 12. These are to be purchased prior to the beginning of classes.

Smoking Policies

Newton's Grove is a smoke-free facility. These policies extend to all users, and are in force for the entire grounds, including fields and parking lots.

Since buying tobacco in Ontario is illegal for anyone under 19, Newton's Grove will not tolerate any students using or providing tobacco or e-cigarettes. The position of the school is that an outright ban on smoking is in force on school property and on **all** school sanctioned events, including travel to any such events, and regardless of what time of day the event takes place. Parental permission or the age of majority will **not** excuse a student from this policy. Students are further not permitted to smoke anywhere in eyesight of the school, including all the surrounding streets. If a student is caught violating this policy, he or she will receive one official warning. A second violation will warrant a suspension. **A third violation may warrant expulsion.**

Supporting Students at Risk

As the demands of high school increase, students may find themselves feeling overwhelmed or unable to perform up to expectations in certain courses. If this occurs, the Student Success office works with students, their teachers and parents to develop strategies to help the student overcome immediate hurdles and work towards meeting their goals. Often the help that is required is organizational, and Student Success advisors can assist students with this.

If the issue is academic, scheduled sessions will be set up with the course teacher at lunch or after school. All teachers are expected to make themselves available at these times unless otherwise scheduled for duties or special events. Student progress will be carefully monitored, and parents and the student will be updated regularly on the student's success. If the need for additional support goes beyond what the teacher can be reasonably expected to provide, tutoring may be recommended for the student. Newton's Grove does have a paid tutoring service available to our families, although teachers cannot tutor their own students.

Sometimes, the expectations and pressure on students can be exceptionally high, particularly as students near graduation. At this vulnerable time, the Student Success office will work closely with students, their families and teachers to help identify the issue and offer support. Often, a reassessment of due dates or prioritizing assignments can relieve much of the pressure. When students begin to feel overwhelmed, they are encouraged to consult with Student Success. If the concerns are beyond the professional abilities of our advisors, then referrals will be made to professional counselors or psychologists as needed.

Students with Special Educational Needs

Teachers at Newton's Grove are committed to help every student succeed, and we believe the following:

- All students can succeed.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Classroom teachers are key educators for a student's literacy and numeracy development.
- Each student has his or her own unique patterns of learning.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness. In any given classroom, students may demonstrate a wide range of strengths and needs.

We plan programs that recognize diversity and give students performance tasks that respect their abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

In planning courses for students with special education needs, we begin by examining the current achievement level of the individual student, the strengths and learning needs of the student, and the knowledge and skills that all students are expected to demonstrate at the end of the course, to determine which of the following options is appropriate for the student:

- no accommodations; or
- accommodations only.

At Newton's Grove, we do not provide modifications to a student's program or alternative expectations which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.

If the student requires accommodations, the relevant information is recorded in his or her Individual Education Plan (IEP). Accommodations allow access to the course without any changes to the knowledge and skills the student is expected to demonstrate. The accommodations required to facilitate the student's learning must be identified in his or her IEP.

There are three types of accommodations:

- Instructional accommodations are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- Environmental accommodations are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- Assessment accommodations are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

If a student requires "accommodations only," assessment and evaluation of his or her achievement will be based on the appropriate course curriculum expectations and the achievement levels outlined in the Ministry document. The IEP box on the student's Report Card will not be checked, and no information on the provision of accommodations will be included.

Program Considerations for English Language Learners

English language learners (students who are learning English as a second or additional language) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. At Newton's Grove, our teachers find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

During their first few years at Newton's Grove, English language learners may receive support through the English as a Second Language (ESL) program. This program is designed for students born in Canada or newcomers whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools.

Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes. Responsibility for students' English-language development is shared by the classroom teacher, the ESL/ELD teacher (where available), and other school staff. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms.

Appropriate adaptations include:

- use of a variety of instructional strategies (e.g., extensive use of visual cues; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time, use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

At Newton's Grove, we will provide program accommodations, but we do not provide modifications which involve changing or eliminating any of the mandated expectations of a course.

Computer Labs and Learning Commons

There are two school computer and resource labs: one for elementary students and one for seniors. Apart from classes scheduled for the computer room, the computer rooms are generally open and available to students before the school day begins, at lunch, and after school. All users of the computer rooms are required to read and sign a contract on the fair and appropriate use of school computers.

The Learning Commons is a quiet resource room where students may go to work quietly. It is available through the day for students on spares, and it is available at lunch and before and after school. There are a range of fiction books and resource books available on the shelves that students may use while in the Learning Commons, but students may not remove books from the room without teacher permission.

Assessment and Evaluation

Assessment and evaluation practices at Newton's Grove are based on the Ministry document, *Growing Success: Assessment, Evaluation, and Reporting in Ontario schools, 2010*. This document can be accessed at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>. Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen

as both “assessment for learning” and “assessment as learning”. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests.

The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), 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.

Assessment for Learning and as Learning

Assessment for learning and as learning requires that students and teachers share a common understanding of what is being learned. Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand. Teachers develop learning goals based on the curriculum expectations and share them with students at or near the beginning of a cycle of learning. Teachers and students come to a common understanding of the learning goals through discussion and clarification during instruction.

Evaluation

Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students' achievement of the overall expectations.

Evidence of student achievement for evaluation is collected over time from three different sources – **observations, conversations, and student products**. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.

“Student products” may be in the form of tests or exams and/or assignments for evaluation.

Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.

A Safe and Caring School

Newton's Grove is committed to creating a positive learning environment in which each individual feels safe, comfortable and accepted. We believe that such an environment is essential if students are to succeed in school. Newton's Grove seeks to promote and inculcate the following characteristics throughout its community:

- Healthy and respectful relationships among all of its members, free from racism, discrimination and harassing behavior,
- Student leadership and positive role models throughout the school,
- An attitude of care and responsibility for others,
- A willingness to speak up about important issues, such as bullying,
- A culture of high expectations which emphasizes the improvement of learning outcomes for all students.

Bullying Prevention and Intervention

Definition of Bullying

For the purposes of the definition of bullying, “behavior” includes any interactions that are physical, verbal, electronic, written or in any other form. “Bullying” means aggressive and typically repeated behaviour by a pupil where,

(a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,

- (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
- (ii) creating a negative environment at a school for another individual, and

(b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social or relational aggression, it is subtler and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, social networking, or other technology).

Cyber-bullying

“Bullying” includes bullying by electronic means (cyber-bullying), including:

- creating a web page or a blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the internet;
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals that is offensive, malicious, discriminatory, defamatory, confidential, of a highly personal nature, or hurtful.

Safe and Caring School Committee

Newton’s Grove has a Safe and Caring School committee made up of teachers and administrators from all divisions. This committee meets to discuss issues and initiatives around bullying and advises on best practices to combat bullying. The committee is responsible for creating school-wide anti-bullying awareness campaigns and encourages the inclusion of this issue within the curriculum.

The Newton's Grove Code of Conduct

Guiding Principles

- We are a caring and supportive community.
- All students, parents, teachers, and staff have the right to be safe, and feel safe at school. The commitment to school safety is a shared responsibility by all members of our community.
- We are accountable for actions that put at risk the safety or security of others or oneself, both at school and away from school. Any actions that affect relationships within the school or impact on the school climate are considered to be within the jurisdiction of the school.
- All members of the school community are to be treated with respect, especially persons in positions of authority. We embrace the school motto of Reason, Respect, and Responsibility.
- 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. Insults, disrespect, and name-calling are hurtful acts which will not be tolerated. When disagreements occur, members of the school community are expected to use respectful and non-violent means to resolve conflict.
- All discussions of appropriate conduct and discipline must take into consideration the mitigating circumstances, including history, intent, context and age of the students involved.
- A quality education is about more than academic achievement – it is about the development of the whole person. Effective discipline is not simply punitive; it teaches and reinforces lessons about proper conduct and how to respond responsibly to mistakes.
- The Director is the ultimate arbiter and judge of the appropriateness of conduct, and the Director reserves the right to take whatever disciplinary steps she deems necessary. Any penalties, suspensions or expulsions are subject to her approval.

Standards of Behaviour

All school members must:

- Respect and comply with all applicable federal, provincial and municipal laws as well as school rules and regulations;
- Demonstrate honesty and integrity;
- Respect the rights of others, and respect differences in people, their ideas and opinions, and treat everyone fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Treat one another with dignity and respect at all times, especially when there is a disagreement;
- Take appropriate measures to help those in need;
- Show proper care and regard for school property and the property of others;
- Respect persons who are in a position of authority;
- Respect the need of others to work in an environment of learning and teaching.

Progressive Discipline

The term “progressive discipline” refers to “a whole school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behavior and to build upon strategies that promote and foster positive behaviours.” In some instances, students may display inappropriate behaviour that results from an unawareness of how to act properly or unawareness of how their actions may affect others. In all cases, it is important that adults act as teachers, informing students of the problem and guiding them to correct their misbehaviour. “When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that are developmentally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make good choices” (PPM 145, Ontario Ministry of Education, 2009).

In order for students to learn acceptable conduct, it is essential that teachers respond to all incidents of inappropriate or disrespectful behaviour. Teachers must stop and correct the unacceptable behavior immediately, and if the incident is deemed serious, then it must be reported to the principal. “Behaviour that is not addressed becomes accepted behaviour.”

In addressing incidents of misbehavior, teachers must ensure that the students involved take responsibility for their actions. Students, like adults, will occasionally try to deny their role in a misdeed, through lying, misdirection, trying to shift the blame, or other forms of deceit. It is essential that students realize that these responses only make a situation worse. Dishonesty violates the heart of the Newton’s Grove, and students who try to evade this responsibility are saying that they cannot be trusted. In these instances, it becomes necessary to take further corrective measures and, if the issue remains unresolved, defer the student to the principal.

When addressing any incident of misbehavior, it is important to consider the victim. An inappropriate action may have caused hurt feelings, resentment or damage. Part of helping students take responsibility for their actions is ensuring that they satisfactorily respond to the victim. This may involve an apology, in person or in writing, as well as compensation for anything hurt or damaged. The victim needs to feel assurance that justice has been served and that the school is still a safe place.

Mitigating Factors

Every incident involving inappropriate behavior is unique and must be dealt with on an individual basis. When assessing an incident of misbehaviour, the school will take into account a variety of mitigating and other factors when determining the appropriate response and which consequences, if any, need to be enacted. It is essential that the response be fair, appropriate to the incident, and serve as a corrective lesson while taking into account the mitigating factors.

These mitigating factors are as follows:

- whether the student has the ability to understand the foreseeable consequences of his or her behaviour, or to control his or her behavior;
- the age of the student;
- the student's history, particularly in regard to past conduct and behaviour;
- whether the student has an I.E.P., and whether the nature of the misbehavior is indicated in the student's I.E.P.;
- whether necessary and relevant accommodations indicated in the I.E.P. have been met;
- the student's response to the incident, particularly in regard to honesty and acceptance of responsibility;
- whether the misbehavior was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender, or sexual orientation or any other harassment;
- the seriousness of the incident,
- whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct;
- whether the student poses a risk to the safety of others or to him or herself.

Corrective Measures

Any student who violates the Standards of Behaviour while in the care of the school may face further disciplinary action. Students are also held accountable for off-site misconduct that impacts on school climate or school relationships, **such as threatening or demeaning another student on the internet.**

Corrective measures may include any of the following:

- Verbal reprimand
- Corrective task (written apology, empathetic exercise, etc.)
- Detention(s) at lunch or after school
- Loss of privileges, including removal from school teams, clubs, and activities
- In-school suspensions (from one to three days)
- Out-of-school suspensions (from one to three days)
- Placement on school probation
- Expulsion

Activities Leading to Possible Suspension or Expulsion

The principal shall consider whether to suspend a student if he or she believes that the student has engaged in any activities which seriously violate the Newton's Grove Standards of Behaviour, whether at school, on a school bus, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school climate.

The principal will investigate all such incidents and make a report and recommendation to the Director as to the appropriate response. After investigating the incident, the principal may

recommend to the Director that the student be suspended or expelled. All decisions on suspensions or expulsions must be confirmed by the Director, who makes the final call.

If the offence in question is any of the following, then the student(s) involved will be suspended immediately pending the result of the investigation. Bearing in mind any mitigating factors, the following will be considered as a basis for expulsion:

- **Possession or providing of a weapon, including, but not limited to, knives and firearms; weapon includes any device that is designed to resemble or to resemble with near precision, a firearm; weapon includes anything used or designed to be used to injure, threaten or intimidate;**
- **Use of a weapon to cause bodily harm, or to seriously threaten;**
- **Trafficking, providing, or possessing drugs or alcohol, regardless of whether the student is of the age of majority;**
- **Being under the influence of drugs or alcohol, regardless of whether the student is of the age of majority;**
- **Robbery; major thefts or abuses of others' property rights;**
- **Operating a vehicle on or around the school in a reckless or dangerous manner;**
- **Physical assault, including but not limited to instances causing bodily harm;**
- **Sexual assault;**
- **Uttering death threats or threats to inflict serious bodily harm;**
- **Acts of serious vandalism causing damage to school or community property;**
- **Acts of gross disrespect to teachers or persons in authority;**
- **Bullying, extortion, or systematic intimidation of others;**
- **Conducting, aiding or inciting harmful or hateful behaviour, including sexual harassment, racial harassment, religious harassment, or distributing hate material.**

Any other activity that that violates the spirit of the school Standards of Behaviour

The Ontario Secondary School Diploma (OSSD)

The requirements for earning an Ontario Secondary School Diploma (OSSD) under OS/OSS are as follows:

- students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;
- students must meet the provincial secondary school literacy requirement; and
- students must complete 40 hours of community involvement activities.

Secondary School Credits

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses

that have been developed or authorized by the ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course *in accordance with the policy outlined in the curriculum policy documents*. Most courses are offered as single-credit courses.

Compulsory Credits (total of 18)

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

3 additional credits, consisting of 1 credit from each of the following groups:

And 3 additional credits, 1 from each of the following 3 groups:

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, 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.

Optional Credits (total of 12)

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students earn these credits by successfully completing courses that they have selected from the courses listed as available in the school's program and course calendar.

Substitutions for Compulsory Credit Requirements

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3) outlined in section 6.1.1. Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).

The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In all cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate supervisory officer to review the matter.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits in accordance with section 6.1.1.)

- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.

Each substitution will be noted on the student's Ontario Student Transcript.

Waiving Prerequisites

Every course has prerequisites as determined by the ministry. A request to waive a prerequisite may be made by a student, parent or Student Services. The principal will waive a prerequisite if it is determined that taking a course without the prerequisite is in the best educational interest of the student. The school will retain a letter in the OSR indicating which prerequisites were waived and the reasons why.

Secondary School Courses in the Ontario Curriculum

Secondary school courses in the Ontario curriculum are organized by discipline, grade, and course type. Course types offered in Grades 9 and 10 (academic and applied courses, open courses) differ from those offered in Grades 11 and 12 (destination-related courses, open courses).

In the current Ontario curriculum, there is a clear distinction between applied and academic courses in Grades 9 and 10, as well as among the various destination and open courses in Grades 11 and 12. Open courses in Grades 9 to 12 are also distinct from other course types. Because the courses are different, students may earn credit for the successful completion of more than one course in the same subject at any given grade level.

Grade 9 and 10 Courses

The following three types of courses are offered in Grades 9 and 10:

- **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.

Grade 11 and 12 Courses

The following five types of courses are offered in Grades 11 and 12:

- **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.

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 provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.

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.

Procedures for Students Who Wish to Change Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar.

In most cases, a student may enroll 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.

Course Changes (Drop/Add Periods)

Students may elect to join a course already in progress any time prior to the completion of 15 classes. After 15 classes are complete, only the principal may grant permission for a student to join a class. It should be noted that students are responsible for catching up any assignments and material that they may have missed, in consultation with the teacher of the course.

Grade 11 and 12 Courses

Students may drop a course any time up to one week after receiving the Midterm Report Card. After this date, any dropped grade 11 or 12 course will be indicated on the student transcript as required under the ministry policy of full disclosure. When a student drops a course after the

final drop date, the mark earned at the time the course was dropped will be entered onto the student's transcript.

Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits.

The PLAR process developed by a school board in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages courses; for Levels 2, 3, and 4 in international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.

For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning.

Note: Students working towards the OSSD must complete the OSSD Literacy requirement, regardless of what grade or year they enter Newton's Grove. There is no waiving of this requirement. For students working towards the OSSD, the principal determines the number of hours of community involvement activities that students will have to complete, based on the grade/year they enter the secondary program at Newton's Grove.

Procedures for Students Who Fail to Meet Course Expectations

Where a student does not achieve the curriculum expectations of a course, the principal and teaching staff, in consultation with the parents and the student, will determine what type of program would best enable the student to meet the expectations and earn credit for the course.

Students who take make-up courses through their local school board should be allowed to repeat only the material relating to the expectations not achieved, providing that the eligibility requirements for credit recovery are met. Alternatively, the student may repeat the entire course. A student who fails or withdraws from a compulsory credit course should be informed of the consequences for meeting diploma requirements. The program options available to meet the requirements should be outlined, and possible alternative courses identified.

The Secondary School Literacy Graduation Requirement

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test, the Ontario Secondary School Literacy Course (OSSLC), or the adjudication process.

Ontario Secondary School Literacy Test (OSSLT)

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

The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring.

Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the principal. Deferrals are granted in accordance with the policies described in Appendix 3, Section 3. Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it. Students who are English language learners may be entitled to special provisions as outlined in Appendix 3, Section 2. For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test (see Appendix 3, Section 1). For students for whom required accommodations were not available on the day the OSSLT was administered, see section 6.1.3.2.

A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time the test is administered. School boards should ensure that this policy is made known to students and to parents of students who are planning to transfer from the English-language system to the French-language system, or vice versa, and who have not yet fulfilled the literacy graduation requirement. A student who has successfully completed the OSSLT in either English or French at the student's previous board is considered to have met the literacy graduation requirement and will not have to retake the test in the other language after transferring to the receiving board.

School boards are required to provide remedial assistance for students who do not complete the test successfully. This remedial assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test. For example, a board could offer a credit course on learning strategies (see the guidance and career education curriculum policy document) or one on literacy skills (see the English curriculum policy document) for these students.

For students who entered Grade 9 in the 1999–2000 school year, successful completion of the test was not required. However, for those students who took the field test of the OSSLT in 2000–2001, failed the test, and chose to retake the OSSLT in October 2001, successful completion of the provincial literacy graduation requirement became a diploma requirement.

The Ontario Secondary School Literacy Course (OSSLC)

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12*. Students who pass the course are considered to have met the literacy graduation requirement.

The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT. If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. Principals have the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy (see section 7.2.5).

For students with special education needs, accommodations specified in the student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfillment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Students who were receiving special education programs and/or services and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enroll directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered. (The accommodations must be in accordance with those outlined in Appendix 3, Section 1, under the subheading “Permitted Accommodations”.) In such cases, the student must have been present to take the test but the required accommodations, or a reasonable alternative to them, were unavailable to the student during the whole test or part of the test. (Students who find themselves in these circumstances in June of their graduating year may be eligible for the adjudication process established by their school board; see section 6.1.3.3.)

The Adjudication Process

This policy only applies to Ontario school boards and is not available to students in private schools.

The 40-Hour Community Involvement Requirement

Students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students will plan and select their community involvement activities in consultation with their parents and as part of the Individual Pathways Plan process.

Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter Grade 9.

Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. They may use their annual education plan to identify possible activities they might undertake.

Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfil the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.

The requirement is to be completed outside students’ normal instructional hours – that is, the activities are to take place in students’ designated lunch hours, after school, on weekends, or during school holidays.

Students will maintain and provide a record of their community involvement activities. Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be

submitted to the principal by the student. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved. The principal will decide whether the student has met the requirements of both the ministry and the school for these activities.

Reporting Community Involvement

Students between grades 9 and 12 must complete a minimum of 10 hours per school year of volunteer service in order to eventually meet the ministry mandated requirement of 40 hours community service prior to graduation. This is not a negotiable policy, and the hours must be completed during the school year. All students must submit documentation by filling out a “Notification of Planned Community Involvement Activities” form *prior* to beginning community service and must complete a “Completion of Community Involvement Activities” form after completing the activity. The “Completion” form must be submitted no later than May 31 of each year. Students failing to do so will have their report cards withheld until proof of their hours is submitted. Students who do not complete their mandatory community hours will not be granted a Secondary School Diploma.

Student Services can provide suggestions or lists of organizations in the area at which students may volunteer their time; however, as part of the school’s philosophy on responsibility, the onus will still remain on the student to contact, arrange and document their volunteer service hours. Students may pick up the Community Involvement Brochure, which includes lists of approved and banned activities, from Student Services.

The Ontario Scholar Program

The Ontario Scholar Program recognizes students who have earned an Ontario Secondary School Diploma in the current or previous school year and who have attained an aggregate of at least 480 marks in any combination of ministry approved courses that provide a total of 6 credits. Upon the recommendation of their principal, these graduating students receive a certificate from the Minister of Education.

Reach-Ahead Opportunities for Elementary School Students

Under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of a secondary school to “reach ahead” to take secondary school courses, either during the school year or in the summer prior to entering Grade 9.

The principal of the elementary school and the principal of the secondary school will decide, on a case-by-case basis, whether “reaching ahead” to take a secondary school course is in the best interest of the student. The principal of the secondary school will assume responsibility for evaluating the student’s achievement and for granting and recording the credit.

Interdisciplinary Studies Courses

In interdisciplinary studies courses, students consciously apply the concepts, methods, and language of more than one discipline to explore topics, develop skills, and solve problems. These courses are intended to reflect the linkages and interdependencies among subjects, disciplines, and courses and their attendant concepts, skills, and applications, and are more than the sum of the disciplines included. In an unpredictable and changing world, interdisciplinary study encourages students to choose new areas for personal study and to become independent, life-long learners who have learned not only how to learn but also how to assess and value their own thinking, imagination, and ingenuity in decision-making situations.

Single-Credit Interdisciplinary Studies Courses

In these courses, students combine all the expectations of the interdisciplinary studies course with a relevant selection of expectations from two or more courses from the same grade or the grade immediately preceding or following. Course content, instructional strategies, and assessment procedures for an interdisciplinary studies course should be designed to meet the grade-level expectations for that course.

Newton's Grove currently offers an interdisciplinary studies course in music at the grade 12 level, known as Advanced Musicianship. Since some of our music students have reach-ahead credits from grade 8, they typically complete the grade 12 music program by grade 11. For students of demonstrated exceptional music ability, the interdisciplinary studies course in music offers them the opportunity to further their musical development in their grade 12 year. The number of students taking this course will be quite small, but they will play a key role in the leadership and advancement of our school music program.

Cooperative Education

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination.

A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program.

English as an Additional Language (ELL) and English Literacy Development (ELD)

English as a second language (ESL) courses are intended to help English language learners develop proficiency in the language of instruction so that they can succeed in all subject areas at school, and later in postsecondary studies, including apprenticeship programs, and/or in the workplace. English literacy development (ELD) courses are intended to provide students who had limited access to education prior to admission to an Ontario secondary school with an accelerated literacy program to give them the foundation needed for further study and for employment.

Courses are to be developed, for credit, from the ESL/ELD curriculum policy document, which outlines the program in ESL and ELD. A student entering the Ontario secondary school system at any grade level may be given credit for a maximum of 3 ESL/ELD credits towards the 4 compulsory English credits required for graduation. The remaining compulsory English credit(s) will be earned at the Grade 12 level.

Supports for New English Learners

To ensure the success of new learners of English, some accommodations of course delivery and assessment may need to be implemented. These accommodations may, for example, include extra time on assignments and tests, teacher-provided copies of notes, and the use of a translator. Modification of some or all the curriculum expectations may be further required to support English language learners, especially those who are in the early stages of learning English or those who have had limited prior schooling. At the secondary level, when modifications are made to support English language needs, the principal will consult with the classroom teacher to determine the integrity of the credit for credit-granting purposes.

Guardian and Homestay Policy

All international students registered at Newton's Grove must have a legal guardian, as required by law. If international students reach the age of 18, they are still required to have a guardian. This policy is in effect no matter how old the student is.

All international students registered at Newton's Grove must reside in a homestay approved by their guardian. The homestay must have a supervisory adult of at least 25 years of age living in the same residence as the student. This policy is also in effect no matter how old the student is, including reaching the age of majority.

The Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. Principals are required to collect information for inclusion in the OSR for each student enrolled in the school and to establish, maintain, retain, transfer, and dispose of the OSR. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario.

The Ontario Student Record (OSR) Guideline sets out the policies with regard to the establishment of the OSR; the responsibility for the OSR; the components of the OSR; the access to the OSR; the use and maintenance of the OSR; the transfer of the OSR; the retention, storage, and destruction of information in the OSR; and the correction or removal of information in the OSR.

Access to the OSR

Access to an OSR means the right of those persons authorized by the Education Act or other legislation to examine the contents of the OSR. In addition, municipal and provincial freedom of information legislation permits persons who have the right to have access to personal information to receive copies of the information. This provision applies during both the period of use of the OSR and the period of retention and storage.

The following individuals or agencies have the right to access a student's OSR under the circumstances indicated below:

Students: Every student has the right to have access to his or her OSR.

Parents: The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen). Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare.

Educational Personnel: Under the Education Act, only supervisory officers and the principal and teachers of the school have access to the OSR for the purpose of improving the instruction of the student. As noted above, additional access may be permitted under municipal and provincial freedom of information legislation, under specified and limited circumstances.

Ministry and School Boards: The Education Act permits the compiling and delivery of information contained in an OSR if it is required by the Minister of Education or the school board. In instances where ministry staff members are seeking to collect information from OSRs, students who are adults and parents of students who are not adults will be notified.

Courts and Law Enforcement Agencies: Subsection 266(2) of the Education Act states that the OSR will not be produced in the course of any legal proceedings. There may be occasions, however, when access to the OSR of current students or former students will be sought. In such cases, boards should obtain legal advice from their lawyers in order to deal with such issues as the following:

- whether the Education Act in fact prevents the production of the OSR
- whether the OSR in question is relevant to the proceedings
- if the OSR is relevant to the proceedings, whether a copy, rather than the original, may be submitted to the court

All of these issues are relevant in both civil and criminal cases.

Both the municipal and provincial freedom of information acts permit disclosure of personal information for the purposes of law enforcement. The conditions for disclosure and the definition of "law enforcement" are contained in the legislation. School boards should consult with their freedom of information coordinators and their legal counsel to determine whether they should

develop policies on the disclosure of personal information in an OSR to courts and law enforcement agencies.

In court proceedings, subject to an appeal, the judge's order must be followed. If a principal receives a court order requiring the release of an OSR, the principal should contact the board's legal counsel. Although court orders must be followed, the principal should obtain legal advice about the issues listed above.

The Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon the student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder.

Reporting Student Achievement

Report Cards

Student achievement is communicated formally to students and parents by means of the Newton's Grove Report Card. The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills and work habits for effective learning. There will be three Preliminary Reports issued during the year, in November, February and April. These reports will have a course mark to date and an assessment of the student's strengths and weaknesses. The second Preliminary Report or Midterm Report (in February) will also be the official midterm mark and will be entered into the students' OSRs.

The final report card also includes teachers' comments on the student's strengths, areas in which improvement is needed, and ways in which improvement might be achieved. Separate sections are provided for recording attendance and lateness in each course.

Sample copies of reports are available through Student Services.

Determining a Report Card Grade

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation). The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a grade or course. In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students' skills and knowledge than others. Teachers will weigh

all evidence of student achievement in light of these considerations and will use their professional judgement to determine the student's report card grade. The report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time.

Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

Teachers will benefit from leadership by the principal to ensure that there is a common understanding among all staff about the process for determining the final grade. The principal will work with teachers to ensure common and equitable grading practices that follow ministry policy and board guidelines.

Reporting on Achievement of Curriculum Expectations

The report card provides a record of the student's achievement of the curriculum expectations in every course, at four points in the school year or semester, in the form of a percentage grade. The four points are in late October, Midterm (late January), mid-April, and in late June after examinations. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

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 for each course in Grades 9–12 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.

In all of their courses, students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills.

Obtaining Credits Outside of Newton's Grove

Students may obtain credits from outside of Newton's Grove through night school, summer school, on-line programs (such as Virtual High School) or through correspondence programs (such as the Independent Learning Centre). These programs are encouraged if a student wishes to obtain a credit in a course not offered at Newton's Grove. However, students may take a

maximum of three such courses per year if they wish to remain officially Newton's Grove students. Students are also discouraged from taking core or compulsory courses from outside of Newton's Grove.

To have a course from outside of Newton's Grove entered on the student transcript, the credit must be obtained from a Ministry-inspected school or program. Newton's Grove must be informed in writing, on official letterhead, that the student has successfully completed the requirements for a specific course. There must be a final mark included in the report, and the name of the teacher responsible for the program must be indicated. Nothing will be entered on the student transcript until the school receives official notification as indicated above.

Course Coding System

The course code consists of a course title and possibly a sixth character code: The first five characters are designated by the Ministry of Education and Training. Newton's Grove determines the sixth character, if one is necessary.

Code Characters	Explanation	Example - ENG 1 D a
1 st , 2 nd , and 3 rd	Subject discipline of the course in letters.	"ENG" English
4 th	Grade level as a number * (see below) "1" Grade 9 "3" Grade 11 "2" Grade 10 "4" Grade 12	"1" Grade 9
5 th	Type of course as a letter ** (see below) "D" Academic "E" Workplace "P" Applied "C" College "O" Open "M" University/College "U" University	"D" Academic course
6 th	Newton's Grove designated character may be used to differentiate between courses with similar codes.	"a" modified course, for example

* In the case of a language course the fourth character refers to the level of proficiency.

** In the case of a locally developed course the fifth character is a number.

Outlines of Courses of Study

All teachers prepare individual courses of study for each course they teach. Copies of these outlines are available to students and parents on-line through *Edsby* in each student's class site. Copies are also available by request through Student Services, Mr. Edwards, or individual teachers.

Copies of Ontario ministry documents can be obtained on-line through the Ministry of Education website at <http://www.edu.gov.on.ca>. Copies of specific course curriculum documents can be obtained on-line at <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>.

Newton's Grove Academic Calendar

Grade Nine Overview

Visual Arts, Grade 9, Open (AVI10)

Prerequisite: None

Music, Grade 9, Open (AMU10)

Prerequisite: None

Dramatic Arts, Grade 9, Open (ADA10)

Prerequisite: None

Introduction to Information Technology in Business, Grade 9, Open (BTT10)

Prerequisite: None

Issues in Canadian Geography, Grade 9, Academic (CGC1D)

Prerequisite: None

English, Grade 9, Academic (ENG1D)

Prerequisite: None

Core French, Grade 9, Academic (FSF1D)

Prerequisite: Min. of 600 hours of French instruction or equivalent

Learning Strategies 1, Skills for Success in Secondary School, Grade 9, Open (GLS1O)

Prerequisite: None

Healthy Active Living Education, Grade 9, Open (PPL1O)

Prerequisite: None

Principles of Mathematics, Grade 9, Academic (MPM1D)

Prerequisite: None

Science, Grade 9, Academic (SNC1D)

Prerequisite: None

Grade Nine Courses

Course outlines are available on request through Student Success.

Visual Arts, Grade 9, Open (AVI1O)

Prerequisite: None

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Music, Grade 9, Open (AMU1O)

Prerequisite: None

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

Dramatic Arts, Grade 9, Open (ADA1O)

Prerequisite: None

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Introduction to Information Technology in Business, Grade 9, Open (BTT1O)

Prerequisite: None

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

Issues in Canadian Geography, Grade 9, Academic (CGC1D)

Prerequisite: None

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts

of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

English, Grade 9, Academic (ENG1D)**Prerequisite: None**

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Core French, Grade 9, Academic (FSF1D)**Prerequisite: Min. of 600 hours of French instruction or equivalent**

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

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS1O)**Prerequisite: None**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Healthy Active Living Education, Grade 9, Open (PPL1O)**Prerequisite: None**

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

Principles of Mathematics, Grade 9, Academic (MPM1D)**Prerequisite: None**

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

Science, Grade 9, Academic (SNC1D)

Prerequisite: None

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Grade Ten Overview

Music, Grade 10, Open (AMU2O)

Prerequisite: None

Dramatic Arts, Grade 10, Open (ADA2O)

Prerequisite: None

Visual Arts, Grade 10, Open (AVI2O)

Prerequisite: None

Canadian History since World War 1, Grade 10, Academic (CHC2D)

Prerequisite: None

Civics and Citizenship, Grade 10, Open (CHV2O)

Prerequisite: None

Career Studies, Grade 10, Open (GLC2O)

Prerequisite: None

English, Grade 10, Academic (ENG2D)

Prerequisite: Grade 9 English, Academic or Applied

Healthy Active Living Education, Grade 10, Open (PPL2O)

Prerequisite: None

Principles of Mathematics, Grade 10, Academic (MPM2D)

Prerequisite: Grade 9 Mathematics, Academic or Applied

Science, Grade 10, Academic (SNC2D)

Prerequisite: Grade 9 Science, Academic or Applied

Technological Design, Grade 10, Open (TDJ2O)

Prerequisite: None

Introduction to Business, Grade 9, Open (BBI2O)

Prerequisite: None

Grade Ten Courses

Course outlines are available on request through Student Success.

Music, Grade 10, Open (AMU2O)

Prerequisite: None

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

Dramatic Arts, Grade 10, Open (ADA2O)

Prerequisite: None

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

Visual Arts, Grade 10, Open (AVI2O)

Prerequisite: None

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Canadian History since World War 1, Grade 10, Academic (CHC2D)

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. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Civics and Citizenship, Grade 10, Open (CHV2O)

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.

Career Studies, Grade 10, Open (GLC2O)

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 postsecondary 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.

English, Grade 10, Academic (ENG2D)

Prerequisite: Grade 9 English, Academic or Applied

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

Healthy Active Living Education, Grade 10, Open (PPL2O)

Prerequisite: None

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

sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Principles of Mathematics, Grade 10, Academic (MPM2D)**Prerequisite: Grade 9 Mathematics, Academic or Applied**

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.

Science, Grade 10, Academic (SNC2D)**Prerequisite: Grade 9 Science, Academic or Applied**

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

Technological Design, Grade 10, Open (TDJ2O)**Prerequisite: None**

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field.

Introduction to Business, Grade 10, Open (BBI2O)**Prerequisite: None**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Grade Eleven Overview

Visual Arts, Grade 11, University/College (AVI3M)

Prerequisite: Grade 9 or 10 Visual Arts, Open

Music, Grade 11, Open (AMU3M)

Prerequisite: Music, Grade 9 or 10, Open

Dramatic Arts, Grade 11, (ADA3M)

Prerequisite: Grade 9 or 10 Dramatic Arts, Open

Introduction to Financial Accounting, Grade 11, University/College (BAF3M)

Prerequisite: None

**Note: This course requires students to have a laptop which they bring to class.*

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

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

English, Grade 11, University (ENG3U)

Prerequisite: Grade 10 English, Academic

Introduction to Anthropology, Psychology, and Sociology, Grade 11, University (HSP3U)

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

Functions and Applications, Grade 11, University/College Preparation (MCF3M)

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

Functions: Grade 11, University Preparation (MCR3U)

Prerequisite: Grade 10, Principles of Mathematics, Academic

Biology, Grade 11, University (SBI3U)

Prerequisite: Grade 10 Science, Academic

Chemistry, Grade 11, University (SCH3U)

Prerequisite: Grade 10 Science, Academic

Physics, Grade 11, University (SPH3U)

Prerequisite: Grade 10 Science, Academic

Healthy Active Living Education, Grade 11, Open (PPL3O)

Prerequisite: None

Computer Engineering Technology, Grade 11, University/College Preparation (TEJ3M)

Prerequisite: None (although TDJ2O recommended)

**Note: This course requires students to have a laptop which they bring to class.*

Communications Technology, Grade 11, University/College Preparation (TGJ3M)

Prerequisite: None

An Introduction to Digital Photography and Video Production, Grade 11, Open (TVG3M)

Prerequisite: None

**Note: This course requires students to have a laptop which they bring to class.*

Grade Eleven Courses

Course outlines are available on request through Student Success.

Visual Arts, Grade 11, University/College (AVI3M)

Prerequisite: Grade 9 or 10 Visual Arts, Open

This course focuses on fine art and design as forms of artistic expression and can be seen as a consolidation of student understandings and art practice which emphasizes visual and conceptual problem-solving in creating artworks through a variety of media (drawing, painting, printmaking, sculpture, photography and architecture). Through studio activities students explore a broad range of subject matter and that demonstrate skilled application of tools, materials, processes, and technologies. Students will analyse and use symbolism in artworks; apply critical analysis strategies; and study specific segments of art history, from the 15th century up to and including the 19th century as well as Canadian, Asian and South Asian art forms, considering the chronology and contexts of distinctive art styles.

Music, Grade 11, Open (AMU30)

Prerequisite: Music, Grade 9 or 10, Open

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

Dramatic Arts, Grade 11, (ADA3M)

Prerequisite: Grade 9 or 10 Dramatic Arts, Open

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

Introduction to Financial Accounting, Grade 11, University/College (BAF3M)**Prerequisite: None**

**Note: This course requires students to have a laptop which they bring to class.*

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

World History to the End of the Fifteenth Century, Grade 11, University/College (CHW3M)**Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied**

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in, Africa, Asia, Europe, and the Americas. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Understanding Canadian Law, Grade 11, University/ College (CLU3M)**Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied**

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws.

English, Grade 11, University (ENG3U)**Prerequisite: Grade 10 English, Academic**

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.

Introduction to Anthropology, Psychology, and Sociology, Grade 11, University (HSP3U)**Prerequisite: The Grade 10 academic course in English or the Grade 10 academic history course (Canadian and world studies).**

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an

understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.

Healthy Active Living Education, Grade 11, Open (PPL3O)

Prerequisite: None

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

Functions and Applications, Grade 11, University/College Preparation (MCF3M)

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

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

Functions: Grade 11, University Preparation (MCR3U)

Prerequisite: Grade 10, Principles of Mathematics, 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.

Biology, Grade 11, University (SBI3U)

Prerequisites: Grade 10 Science, 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.

Chemistry, Grade 11, University (SCH3U)**Prerequisites: Grade 10 Science, 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.

Physics, Grade 11, University (SPH3U)**Prerequisites: Grade 10 Science, 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.

Computer Engineering Technology, Grade 11, University/College Preparation TEJ3M**Prerequisite: None (although TDJ2O recommended)**

**Note: This course requires students to have a laptop which they bring to class.*

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

Communications Technology, Grade 11, University/College Preparation (TGJ3M)**Prerequisite: None**

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

An Introduction to Digital Photography and Video Production, Grade 11, Open (TVG3M)**Prerequisite: None**

**Note: This course requires students to have a laptop which they bring to class.*

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas include video, and movie production; audio production; print and graphic communications; photography; digital imaging; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields. This emphasis course stresses basic camera techniques as well as the fundamentals of video/movie production, including related software.

Grade Twelve Overview

Visual Arts, Grade 12, University/College (AVI4M)

Prerequisite: Grade 11 Visual Arts, University/College or Open

Music, Grade 12, University/College Preparation (AMU4M)

Prerequisite: Music, Grade 11, University/College Preparation or Open

Dramatic Arts, Grade 12, (ADA4M)

Prerequisite: Dramatic Arts, Grade 11, University/College Preparation or Open

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

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

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

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

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

Prerequisite: None

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

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

**Note: This course requires students to have a laptop which they bring to class.*

English, Grade 12, University (ENG4U)

Prerequisite: Grade 11 English, Academic

Mathematics of Data Management, Grade 12, University (MDM4U)

Prerequisites: Grade 11 Functions and Relations, University, or Grade 11 Functions, University/College

Advanced Functions, Grade 12, University (MCB4U)

Prerequisites: *Grade 11 Functions, University*

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

Prerequisites: *Grade 11 Functions and concurrently Advanced Functions (MHF4U)*

Families in Canada, Grade 12, University (HHS4U)

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

Biology, Grade 12, University (SBI4U)

Prerequisite: *Grade 11 Biology, University*

Chemistry, Grade 12, University (SCH4U)

Prerequisite: *Grade 11 Chemistry, University*

Physics, Grade 12, University (SPH4U)

Prerequisite: *Grade 11 Physics, University*

Introductory Kinesiology, Grade 12, University (PSK4U)

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

Challenge and Change in Society, Grade 12, University (HSB4U)

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

Analysing Current Economic Issues, Grade 12, University (CIA4U)

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

Philosophy: Questions and Theories, Grade 12, University Preparation (HZT4U)

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

Canadian and World Politics, Grade 12, University (CPW4U)

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

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

Prerequisite: *None*

Eligibility: *Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice, and have been unsuccessful at least once, are eligible to take this course to achieve both a Grade 12 credit and their literacy credential for graduation.*

Interdisciplinary Studies Advanced Musicianship, Grade 12, University Prep, (IDC4U)

Prerequisite: Any university or university/college preparation course

An Introduction to Digital Photography and Video Production, Grade 12, Open, (TGV4M)

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

**Note: This course requires students to have a laptop which they bring to class.*

Grade Twelve Courses

Course outlines are available on request through Student Services.

Visual Arts, Grade 12, University/College (AVI4M)

Prerequisite: Grade 11 Visual Arts, University/College or Open

This course focuses on fine art, and design as forms of artistic expression and can be seen as a refinement of student understanding and art practice. Students will develop a cohesive body of work demonstrating a personal approach and appropriate choice of subject matter, materials, tools, processes, and technologies. Students will critically analyse art forms with respect to artistic expression, function, technology, culture and context; use theories of art to facilitate understanding and production of art forms; and understand the historical and stylistic changes of Modern and Contemporary art, noting Canadian (including contemporary Native Canadian), African, Oceanic, Central and South American, and the works of emergent art communities.

Dramatic Arts, Grade 12, (ADA4M)

Prerequisite: Dramatic Arts, Grade 11, University/College Preparation or Open

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Music, Grade 12 (AMU4M)

Prerequisite: Music, Grade 11, University/College Preparation

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

Challenge and Change in Society, Grade 12, University (HSB4U)

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

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on

society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

Analysing Current Economic Issues, Grade 12, University (CIA4U)

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

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgements, and present their findings.

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

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

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

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

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

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law.

Families in Canada, Grade 12, University (HHS4U)

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

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and

families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

Philosophy: Questions and Theories, Grade 12, University (HZT4U)

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

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

English, Grade 12, University (ENG4U)

Prerequisite: Grade 11 English, Academic

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.

Biology, Grade 12, University (SBI4U)

Prerequisite: Grade 11 Biology, University

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.

Mathematics of Data Management, Grade 12, University (MDM4U)

Prerequisites: Grade 11 Functions and Relations, University, or Grade 11 Functions, University/College

This course broadens students' understanding of mathematics applied to managing information. Students will examine, use, and develop methods for organizing large amounts of information, and apply counting techniques, probability, and statistics to model and solve problems. Students will carry out a culminating project that integrates the expectations of the course and encourages

perseverance, independence, and productivity. Students planning to study university programs in business, social sciences, or humanities, will find this course of particular interest.

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

Prerequisites: Grade 11 Functions and *concurrently* Advanced Functions (MHF4U)

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, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take calculus, algebra, or physics.

Advanced Functions, Grade 12, University Preparation (MHF4U)

Prerequisite: Functions, Grade 11, University (MCR3U)

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric 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 who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Chemistry, Grade 12, University (SCH4U)

Prerequisite: Grade 11 Chemistry, University

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.

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

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.

Financial Accounting Principles, Grade 12, (BAT4M) University/College Preparation
Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation

**Note: This course requires students to have a laptop which they bring to class.*

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

Physics, Grade 12, University (SPH4U)

Prerequisite: Grade 11 Physics, University

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.

Introductory Kinesiology, Grade 12, University (PSK4U)

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

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

Communications Technology, Grade 12, University/College Preparation (TGJ4M)

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

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

Canadian and World Politics, Grade 12, University (CPW4U)

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

This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups, and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical thinking and communication skills to develop and support informed opinions about current political conflicts, events, and issues.

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

Prerequisite: None

Eligibility: Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice, and have been unsuccessful at least once, are eligible to take this course to achieve both a Grade 12 credit and their literacy credential for graduation.

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. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

Interdisciplinary Studies Advanced Musicianship, Grade 12, University Prep, (IDC4U)

Prerequisite: Any university or university/college preparation course

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

An Introduction to Digital Photography and Video Production, Grade 12, Open, (TGV4M)

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

**Note: This course requires students to have a laptop which they bring to class.*

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

English as an Additional Language Programs at Newton's Grove

Because of the variety of linguistic and cultural backgrounds that our students have, Newton's Grove provides language programs to ensure that all students develop the level of proficiency in English required for success at school and in post-secondary education and the workplace. Although most immigrant students are proficient users of their own languages, many arrive in Canada with little or no previous experience with English.

Courses in English as a second language (ESL) assist these students to learn English, the language of instruction, and/or to develop the literacy skills they need in order to continue their education and contribute to the social, economic, and political life of Ontario. All teachers must work together, within the provisions outlined in the secondary school curriculum policy documents, to support students who are receiving ESL instruction and to help them integrate successfully into the academic and social life of the school.

ESL courses assist students whose first language is not English to learn the language of instruction. Most have received educational experiences in their own countries that have prepared them for success in the secondary school program. Depending on their previous experience with English, they may be placed in ESL Level 1, 2, 3, or 4. For example, a student who has been in full-time education in the country of origin but who has never studied English would be placed in ESL Level 1. A student who has been in full-time education in his or her own country and has studied some English might be placed in ESL Level 2 or 3 on the basis of the initial language assessment. A student who has studied English for several years might be placed in ESL Level 3, or 4 while some students from countries where English is an official language may benefit from placement in ESL Level 3, or 4.

Initial Assessment. All students entering Newton's Grove require an accurate assessment of their needs, but the process takes longer when the students are recent arrivals from other countries or are beginning learners of English. The purpose of the initial assessment is to gather further information about each student's educational background and level of proficiency in English in order to select a suitable program. Assessment covers two key areas: mathematics and language.

Many students find it easier to display competence with figures than with the words of a new language. Achievement in mathematics can provide a useful indication of a student's educational background and learning potential. However, since performance in mathematics depends on linguistic comprehension, limitations in the student's understanding of English will be taken into account in administering the assessment. It is also important to consider that elements in the mathematics curriculum may be taught in a different order in other countries.

Language assessment begins with the reception interview. The assessment of the student's oral skills in English begins with the initial interview. The interview is appropriate as an assessment vehicle because it demonstrates the student's ability to meet the demands of everyday oral communication. The student may also be asked to participate in a conversation, describe or discuss pictures, listen to and retell a story, or explain a diagram or concept from a familiar

subject area. The specific course expectations for oral and visual communication may be used as criteria in assessing student performance and placing students in ESL courses. All ESL students will also be asked to write the S.L.E.P. test to determine language proficiency and assist with placing them in the right program and classes.

Placement. An interview will be arranged with the student and parents/guardian to review the assessment information and recommend a program of study. Each student will be placed in a program that matches his or her educational experience and aspirations. The student and parents should be aware that the initial placement is tentative. Newton's Grove will monitor and revise the placement over a period of time.

Assessment results may indicate that a student will succeed in mainstream classes. This student may be placed immediately in the courses appropriate to the grade level and desired program of study, although he or she may need support, and the student's progress will be monitored.

Many students, however, will require ESL instruction and will be placed in programs designed to meet those learning needs. ESL students, including beginning-level learners of English, will be placed in at least one mainstream class, to allow them to interact with their English-speaking peers. Most students with the necessary background in mathematics, for example, can participate successfully in the mainstream mathematics program, even if they have little English. Also, the practical and interactive nature of some courses in the arts, health and physical education, and technological education makes them especially suitable for second-language learners.

Monitoring. Newton's Grove will monitor the academic progress and social integration of each student. Although the initial assessment may provide sufficient information for a tentative placement, it is important to assess each student's progress on an ongoing basis. By keeping track of academic and linguistic development, the school can suggest appropriate changes to a student's program.

Although a student may leave formal ESL classes and become completely integrated into the mainstream program within two or three years, the student's progress will continue to be monitored until he or she has demonstrated a level of proficiency in English similar to that of English-speaking peers.

Integration into Mainstream Subject Classrooms

The successful integration of students who are learning English into the academic and social life of the school requires all teachers to work together to support them. Although many students become proficient users of English for most day-to-day purposes within two years, students may require up to seven years to catch up to first-language English speakers in their ability to use English for academic purposes.

Participation in ESL courses assists second- language learners to make rapid progress; however, students who arrive as beginning learners of English during their secondary school years may not have enough time to catch up with their peers by the end of Grade 12.

Reading textbooks, participating in academic discussions, or writing essays or examination answers may be much more difficult for these students than for first-language English speakers. Their relatively limited vocabulary may make reading some textbooks difficult, and in some cases, inexperience with complex sentence patterns may make it difficult for them to write as fluently as some of their peers. Most students who have completed their ESL courses will therefore continue to need support from their subject teachers to achieve success.

Students who are learners of English will have the best chance to succeed in classrooms where there is opportunity for extensive oral interaction with English-speaking peers. In evaluating achievement, it is important for teachers to recognize the value of the content and the organization of ideas in students' written work, as well as grammar, spelling, and word choice. In addition, teachers must provide instruction on specific features of English for those students whose written English indicates a need for such assistance.

Second-language learners need access to their first language as a tool for learning and thinking, at least until they are sufficiently proficient in the second language to use it for a wide range of academic purposes. The first language is the foundation upon which English proficiency is built. An insistence on "English only" may limit students' cognitive activity to their level of proficiency in their second language. Students' first languages therefore have a place in the classroom alongside English, and students may use their first languages in a variety of ways: for example, by consulting bilingual dictionaries, by making notes or preparing outlines and first drafts in their first language, or by working on specific activities with first-language peers before transferring to English.

Another way of helping ESL learners succeed is to design lessons and activities and choose resources that recognize students' background knowledge and experiences. The subject teacher can also use the wealth of linguistic and cultural diversity in the classroom by encouraging students to share information with each other about their own languages and cultures. In this way, all students are enriched with a greater awareness of language and culture, and all students have a sense of belonging.

In some courses, students in the early stages of learning English and/or at early stages of development in English literacy will need program adaptations in order to be successful.

Appropriate adaptations include:

- modified expectations (e.g., modification of some or all of the course expectations);
- a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, peer tutoring; strategic use of students' first languages);
- a variety of learning resources (e.g., use of visual material, simplified texts, and bilingual dictionaries);
- modified assessment strategies (e.g., granting of extra time; use of oral interviews and tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

ESL Courses at Newton's Grove

English as a Second Language, ESL Level 1, Open (ESLAO)**Prerequisite: none**

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

English as a Second Language, ESL Level 2, Open (ESLBO)**Prerequisite: ESL 1 or equivalent**

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

English as a Second Language, ESL Level 3, Open (ESLCO)**Prerequisite: ESL 2 or equivalent**

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

English as a Second Language, ESL Level 4, Open (ESLDO)**Prerequisite: ESL 3 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.

English as a Second Language, ESL Level 5, Open (ESLEO)**Prerequisite: ESL 4 or equivalent**

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will

participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.