



**A21 Academy Course Calendar
2020 - 2021**

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School Policies, Practices and Procedures

Welcome to A21 Academy

It is the commitment of A21 Academy to ensure all students have access to the Ontario Curriculum and support students to gain a secondary education. A21 Academy faculty and staff is committed to reach every student to assist in the achievement of a successful outcome from the secondary school experience. In Ontario, the requirement for all students is to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD).

A21 Academy reaches beyond the Ontario Curriculum to add relevant programs and ensure each child has the option to obtain an OSSD or OSSC including SAT preparation for NCAA opportunities.

A21 Academy Philosophy & Goals

A21 views the world for its infinite opportunities for human potential. Therefore, we design our academic environment to ensure our students have the 21st Century skills necessary to reach their highest potential in all aspects of a balanced life of well-being.

Our goal is to have each student leave A21 Academy with a positive self-assessment, zest for life and a quality education to build a foundation for a joyful and successful future.

A21 Academy Orientation

A21 Academy provides orientation to each student when they arrive at the school including a thorough overview of academic supports, co-curricular offerings, Individual Pathway Plans, and where necessary; ESL/ELL intake assessments. Information sessions provide detail to ensure students adjust smoothly into his/her new academic life.



A21 Delivery of Academics

Term Dates & Daily Timetable

A21 Academy has four terms, each offering 2 courses. Reporting periods follow this quadmester.

Terms	Dates of Terms
Term 1	September 8, 2020 - November 13, 2020
Term 2	November 16, 2020 - February 3, 2021
Term 3	February 5, 2021 - April 23, 2021
Term 4	April 26, 2021 - June 30, 2021

Daily Timetable	Prep Hockey Students	Golf & JV Hockey Students	Non - Sport Students
8:00am - 9:30am	Positive Ed / SAT Practice/ OSSLT Prep	On-Ice Training	
9:00am - 10:20am	On-Ice Training		
10:00am - 10:45am		Positive Ed / SAT Practice / OSSLT Prep	
10:45am - 1:00pm	Period 1		
1:00 pm - 1:30pm	Lunch		
1:30pm - 3:45pm	Period 2		
4:00pm - 5:00pm	Fitness Program		



Student Achievement Expectations

A21 Academy expects students to follow basic expectations with priority on relationships.

Each classroom will develop their own set of expectations that will include yet not limited to:

- Follow classroom rules and ensure professionalism.
- Be on time for class and prepared with a laptop charged.
- Be considerate and respectful of all people in the building.
- Show respect for the school and others property
- Hand in assignments on time.
- Wait to be dismissed and ensure your space is clear of debris before leaving.
- Use appropriate voice volume.
- Actively participate in class discussions.
- Help each other.
- Work quietly and follow directions.
- Raise your hand before speaking and respect the current speaker.

Attendance

Attendance to all classes and school related events is required of all students unless permission has been granted by A21 Administration to be absent. Any absence must be excused by a parent or legal guardian either in person, via email to Info@A21Academy.com or the attendance line: **519-900-6021**. A21 Academy must be notified by the parent/guardian of an absence before or on the morning of the day it occurs. All course instructors keep track of daily attendance for each course within the CANVAS LMS system.

For any online courses, attendance is tracked via login analytics within the CANVAS LMS system.

If an online student hasn't had a login without previous planning with the teacher, the teacher will contact the student and then proceed to communicate with the parents to ensure student attendance is rectified.

Absence from School

A21 Academy is guided by the Ontario Education Act, which governs that every child who attains the age of six years after the first school day in September must attend school each day that school is in session every year from September to June until the child attains the age of 18 or graduates.



A student may be absent if he/she is unable to attend by reason of sickness or other unavoidable cause, for religious holidays or designated holy days. Faculty of A21 Academy will assist students with communication and access to all work.

A21 Academy Code of Conduct

A21 Academy has expectations of all Persons to ensure the values of the program are maintained.

All Persons (Principal, Faculty, Students and Parent/Guardians) are expected to uphold the following values:

- Demonstrate respect, fairness, and kindness in all interactions with the intent to build healthy relationships that are free from discrimination and harassment
- Ensure the safety of all Students, and Faculty at all times
- Ensure lines of communication are always open, easy to access and governed with respect for all involved within 24hours of any concern.

A21 Principal and Faculty is expected to:

- Ensure the quality and content of the program(s) are joyfully presented to students as assigned, demonstrating a high level of energy and engagement.
- Ensure and oversee the learning environment, instructional materials, teaching, and assessment strategies to reflect the diversity of all learners.
- Protect the dignity and confidentiality rights of each student, teacher, and parent/guardian as required by law.
- Encourage students to reach his/her highest potential; demonstrating a positive attitude and leading by example.

A21 Academy students, specifically, have the following responsibilities:

- Maintain his/her school supplies and keep personal space organized.
- Adhere to the uniform requirements.
- Respect and uphold the values of the academy when representing A21 Academy in the community.
- Communicate with the teachers and/or administration if he/she needs extra time for assignments or tasks and any other support to achieve goals.
- Discover intrinsic motivation, to perform his/her best and to set high standards for him/herself.
- Demonstrate respect for all A21 Academy persons, building, equipment and furniture.



Safe Schools

A21 Academy provides a safe and joyful place for students to achieve their academic goals. Safety and security in the facilities and classrooms is of the utmost importance to all A21 persons and several processes are in place to ensure safety. As a student of Ontario Schools, A21 Academy, upholds the *Safe Schools Act* and recognizes that, “A safe, inclusive and accepting school environment is essential for student well-being and achievement” (OME).

See Safe Schools in Detail for further information (page 42)

Online Policies

Online Hardware and Software Requirements

The following minimum requirements are required to access content in courses and on A21 Online programs. If additional requirements are necessary, students will be informed upon enrolment.

Computer

- Any PC or Mac computer with access to a microphone and webcam, at least 2GB of RAM
- Sound card with speakers or headphones

Computer Programs

- Adobe: Reader and Flash Player
- Java
- Office Suite - word processor, spreadsheets and slideshow software

Access to Internet Browser

- High speed internet connection
- Internet browser: Google Chrome, Mozilla Firefox (version 4 or higher), Internet Explorer (version 7 or higher)

Online Acceptable Use Policy

During class time, all students are expected to:

- Use computers only for educational purposes related to work and not for any personal, commercial or illegal purposes.



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- Privately maintain all passwords
- Refrain from using games or other electronic resources that have inappropriate content.
- Refrain from the use of the likeness of another person through course postings, email or forums that intimidate, threaten, insult, or ridicule students, teachers, administrators or other staff members of the school community.
- Utilize language in oral presentations and written work that is considered obscene.
- Report any online problems to A21 Faculty immediately or email Online@A21Academy.com

A21 Online Course Attendance

Online courses at A21 are part-time and asynchronous. Students who enrol in an A21 Academy online course have 12 months to complete the course. When a student enrolls in a course, the students will communicate their planned completion time with their teacher at the beginning of the course. The teacher will use their judgment in determining what constitutes regular activity based on that completion timeline. The teacher will maintain continuous communication regarding course attendance. It is recommended all students log into their course at least once every five days to ensure important announcements are not missed.

In order to complete the course in its entirety, students will need to be online and completing coursework for a minimum of 110 hours.

A21 Online Course Teacher Contact

Students will contact their Online teacher using the email portal in the CANVAS LMS system. This will track all communications. Teachers will respond in a timely manner within school business hours. Communication with parents if necessary will be through email if the student is under 18, and permission via email will be granted by the student if he/she is over 18 to contact parents.

A21 Community Involvement for Online Course Students

Community involvement for A21 Academy online students can be found on page 12 of this Course Calendar. If a student is part-time with A21 Academy online courses, he/she would record and report 40 hour community service requirements to his/her Main school.



Ontario Diploma and Certificates

Ontario Secondary School Diploma (OSSD)

To achieve an Ontario Secondary School Diploma (OSSD), students must earn the following compulsory credits:

- 4 credits in English (1 credit per grade)*
- 3 credits in Mathematics (1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in career studies
- 0.5 credit in civics
- Plus one credit from each of the following groups:

Group 1: <ul style="list-style-type: none">● English or French as a Second Language● A Native language● A Classical or an International Language● Social Sciences and the Humanities● Canadian and World Studies● Guidance and Career Education● Cooperative Education	Group 2: <ul style="list-style-type: none">● Health and Physical Education● The Arts● Business Studies● French as a Second Language● Cooperative Education
Group 3: <ul style="list-style-type: none">● Science (Grade 11 or 12)● Technological Education● French as a Second Language● Computer Studies● Cooperative Education	

In addition to the compulsory credits, students must complete:

- 12 optional credits
- The provincial literacy requirement



- A minimum of 40 hours of community involvement activities

Ontario Secondary School Literacy Test (OSSLT)

A21 Academy is registered to test and be evaluated by the Education Quality and Accountability Office (EQAO).

Students from A21 Academy who are required to take the OSSLT will write the test on the date governed by EQAO each academic year.

A21 Academy will provide appropriate preparation for the OSSLT through our Canvas LMS system and English Department. This includes communicating to students, staff and parents of the OSSLT requirement, possible pathways if there is a failing result, and various practice problems alongside links to the EQAO website itself.

An unsuccessful attempt is confirmed upon receipt of the results from EQAO. A21 will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation. A21 will provide remedial assistance for students who do not complete the test successfully.

If a student is not successful in the OSSLT, A21 will provide support for the student to complete the Ontario Secondary School Literacy Course (OLC4O). If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enrol in the OLC4O.

- Students who pass the course are considered to have met the literacy graduation requirement.
- OLC4O is grade 12
- 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.

For the OSSLT, the A21 Academy Principal is responsible for

- Making decisions about student participation
- Ensuring that all accommodations, special provisions, deferrals and exemptions are provided and
- Documenting the relevant information in the Student Data Collection (SDC) system
- Sending an information letter to parents, guardians and adult students



The A21 Principal can make changes in the way the test is administered or the way in which a student with special education needs responds to its components. These do not alter the content of the test or affect validity or reliability.

Special Provisions

The A21 Principal can extend periodic supervised breaks for English language learners (ELL). This change does not affect the validity or reliability of the test.

Deferrals

The A21 Principal can make decisions to postpone the writing of the test until the following year for students who are working toward an Ontario Secondary School Diploma (OSSD).

Exemptions

The A21 Principal can make exemptions available for students whose Individual Education Plan (IEP) states they are not working toward an OSSD.

Scribe

The A21 Principal can provide an individual who supports the accommodations the student receives on a regular basis for all forms of assessments.

40 Hours of Community Involvement

The community involvement requirement is designed to provide students with the opportunity to develop awareness and understanding about civic responsibility. A21 Academy students will actively participate in supporting and strengthening their communities. This also provides the opportunity for students to learn more about themselves and possible career opportunities. Students can start accumulating hours in the summer before entering Grade 9. A21 Academy will have a vast array of opportunities for students to gain their 40 hours of community involvement over their secondary school career, many of which are located in the WFCU, the same building as the school. These activities will follow under the Ontario **Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 and Policy/Program Memorandum No.124a. Appendix 2**



Substitutions of Compulsory Credit Requirements

A21 Principal may replace up to 3 three courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements to meet individual students' needs. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma (OSSD) and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate (OSSC). Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student will be made only if the student's educational interests are best served by the substitution.

If a parent or an adult student requests a substitution, the Principal will determine whether or not a substitution should be made. The Principal may also initiate consideration of whether a substitution should be made. The Principal will make the decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the Principal, the parent or adult student will ask the appropriate supervisory officer to review the matter. Each substitution will be noted on the student's Ontario Student Transcript (OST).

A maximum of one credit earned for a learning strategies course 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 limit of three substitutions remains in effect. Two half credits may still be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may still be substituted for two half-credit courses to meet a compulsory credit requirement (also counted as one substitution).

Ontario Secondary School Certificate (OSSC)

A21 will grant an Ontario Secondary School Certificate (OSSC) on request to students who leave school before earning the Ontario Secondary School Diploma (OSSD), provided that they have earned a minimum of 14 credits distributed as follows:

OSSC - Compulsory Credits (total of 7)

- 2 credits in English



- 1 credit in Canadian Geography or Canadian History
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Health and Physical Education
- 1 credit in the Arts or Technological Education

OSSC - Optional Credits (total of 7)

- 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 leave school before fulfilling the requirements for the Ontario Secondary School Diploma (OSSD) or the Ontario Secondary School Certificate (OSSC) 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 vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. 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.

Curriculum

Definition of a Credit

A credit is granted in recognition of the successful completion of a course which has been developed from an Ontario Ministry of Education guideline, and for which a minimum of 110 hours of instructional time has been scheduled. The credit is granted by the Principal of A21 Academy on behalf of the Ontario Ministry of Education (*K-12, Private Schools Policy and Procedures Manual, (Sec. 7.1)*)



Secondary School Courses

The Ontario Board of Education mandates the content of courses offered by Ontario schools with the exception of Interdisciplinary and Locally Developed courses to obtain enough credits for an OSSD or OSSC. The courses available span many disciplines. A21 Academy teachers are required to cover the expectations outlined in the Curriculum Documents to suffice the provincial requirements and add a variety of learning skills and experiences to ensure the student completes the credit with a broad perspective.

Types of Courses in Ontario Curriculum

In accordance with *Secondary Schools Grades 9 -12, 1999*, the Ontario curriculum course types are defined as follows:

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.

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.

Course Codes

The Ontario Curriculum offers an array of courses for students to obtain his/her OSSD. The Ministry of Education (EDU) uses subject codes to identify the curriculum guidelines upon which each course is based. Schools use the EDU codes to facilitate transfer of students from one school to another within Ontario.

The EDU code consists of five characters. The first three letters identify the subject; the number that follows identifies the secondary school year during which most students would take the course. (Grade 9 = 1, Grade 10 = 2, Grade 11 = 3, Grade 12 = 4).

The final letter indicates the type of course taught. (Academic = D, Open = O, University Preparation = U, College/University = M).

Example: The EDU code for Grade 10 Academic Science is SNC2D

Ontario Credits Achieved outside of A21 Academy

Other ways of earning credits outside of A21 Academy include such options as; e-learning and continuing education courses.



Prerequisite Courses

A course is designated as a prerequisite if it provides essential background for the successful understanding of the subsequent course. For example, it is necessary to complete Grade 9 Mathematics (MPM1D) successfully before undertaking grade 10 Mathematics (MPM2D).

Prerequisite courses are established only by Ministry of Education curriculum policy documents.

The policy regarding prerequisites is stated as follows in ***Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (section 7.2.3)***. Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. A21 provides parents and students with clear and accurate information on prerequisites. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff.

Course Selection Strategies

Students have some flexibility with choosing courses in the classroom and an array of Ministry Approved online courses. A21 Academy will support students choosing to supplement their education with Ministry approved e-learning opportunities by providing a faculty member to oversee the students' course plan and communicate with the other educational organization when necessary.

A21 Academy offers a schedule in grades 9 -11 that is optimal to open all doors for future careers. Grades 12 -13 are fully customizable for each student to realize their desired path. Sometimes A21 Academy may be unable to offer courses because of insufficient student enrolment or staffing considerations. In such unusual circumstances, students will be advised and every effort will be made to accommodate them with suitable alternatives.

A21 Academy offers a wide range of courses including all compulsory courses and is able to support alternative courses online provided by outside providers.

A21 Academy Course Offerings

The Arts

Integrated Arts



Grade 10, Open (ALC2O) / 1 Credit

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

Prerequisite: None

Exploring and Creating in the Arts

Grade 12, Open (AEA4O) / 1 Credit

This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyse art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society.

Prerequisite: Any Grade 9 or 10 arts course

Business Studies

Introduction to Business

Grade 9, Open (BBI1O) / 1 Credit

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.

Prerequisite: None

Financial Accounting Fundamentals

Grade 11, University/College (BAF3M) / 1 Credit

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

Prerequisite: None



Marketing: Goods, Services, Events

Grade 11, College Preparation (BMI3C) / 1 Credit

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

Prerequisite: None

Entrepreneurship: Venture Planning in an Electronic Age

Grade 12, College Preparation (BDV4C) / 1 Credit

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.

Prerequisites: None

Business Leadership: Management Fundamentals

Grade 12, University/College Preparation (BOH4M) / 1 Credit

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Prerequisite: None

International Business Fundamentals

Grade 12, University/College Preparation (BBB4M) / 1 Credit

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

Prerequisite: None



Canadian & World Studies

Civics

Grade 10, Open (CHV2O) / 0.5 Credit

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

Prerequisite: None

The Individual and the Economy

Grade 11, University/College Preparation (CIE3M) / 1 Credit

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level. **Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied**

World Issues: A Geographic Analysis

Grade 12 University Preparation (CGW4U) / 1 Credit

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

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



English

English, Grade 9, Academic (ENG1D) / 1 Credit

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

Prerequisite: None

English, Grade 10, Academic (ENG2D) / 1 Credit

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

Prerequisite: Grade 9 English, Academic or Applied

English, Grade 11, University (ENG3U) / 1 Credit

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

Prerequisite: Grade 10 English, Academic

English

Grade 12, University (ENG4U) / 1 Credit

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary



texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace

Prerequisite: Grade 11 English, University Preparation

Ontario Secondary School Literacy Course, Grade 12 (OLC4O)

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

Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

French as a Second Language

Core French Grade 9, Academic (FSF1D) / 1 Credit

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

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



Geography

Geography of Canada, Grade 9, Academic (CGC1D) / 1 Credit

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. **Prerequisite: None**

Guidance and Career Studies

Career Studies Grade 10, Open (GLC2O) / 0.5 Credit

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

Prerequisite: None

History

Canadian History Since World War I

Grade 10, Academic (CHC2D) / 1 Credit

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.



Prerequisite: None

Mathematics

Principles of Mathematics - Grade 9, Academic (MPM1D) / 1 Credit

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.

Prerequisite: None

Principles of Mathematics - Grade 10, Academic (MPM2D) / 1 Credit

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

Prerequisite: Grade 9 Mathematics, Academic, or Grade 9 Mathematics Transfer, Applied to Academic

Functions - Grade 11, University (MCR3U) / 1 Credit

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

Functions & Applications - Grade 11, University/College Preparation (MCF3M) / 1 Credit

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify



expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

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

Advanced Functions - Grade 12, University (MHF4U) / 1 Credit

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

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

Data Management - Grade 12, University Preparation (MDM4U) / 1 Credit

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

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

Calculus & Vectors - Grade 12, University Preparation (MCV4U) / 1 Credit

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



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

Physical & Health Education

Grade 9, Physical Education (PPL1O) / 1 Credit

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

Prerequisite: None

Recreation and Healthy Active Living Leadership

Grade 12 University/College Preparation (PLF4M) / 1 Credit

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

Prerequisite: Any health and physical education course

Healthy Living and Large-Group Activities - Grade 11 Open (PAL3O) / 1 Credit

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. This course emphasizes regular participation in ice hockey and development of hockey skills, as well as fitness training. Student learning will include the application of movement principles to refine skills. This will be achieved through sport specific fitness



training, 18-20 hours of on-ice instruction and various activities to enhance personal competence, fitness and health. The health component of the course will include examination of issues related to healthy sexuality, healthy eating, substance use and abuse, and the use of informed decision making, conflict resolution and social skills in making personal choices.

Prerequisite: None

Healthy Living and Large-Group Activities - Grade 12 Open (PAL4O) / 1 Credit

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can 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. This course emphasizes regular participation in ice hockey and development of hockey skills, as well as fitness training. Student learning will include the application of movement principles to refine skills. This will be achieved through sport specific fitness training, 30 hours of on-ice instruction and various activities to enhance personal competence, fitness and health. The health component of the course will include examination of issues related to high performance nutrition, performance enhancing drugs, anxiety and stress related to competition and injury prevention.

Prerequisite: None

Science

General Science - Grade 9, Academic (SNC1D) / 1 Credit

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.

Prerequisite: None

General Science - Grade 10, Academic (SNC2D) / 1 Credit

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a



particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: Grade 9 Science, Academic or Applied

Biology

Grade 11, University (SBI3U) / 1 Credit

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

Prerequisite: Science, Grade 10, Academic

Physics

Grade 11, University (SPH3U) / 1 Credit

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.

Course Prerequisites: Grade 10 Academic Science

Chemistry - Grade 11 University Preparation (SCH3U) / 1 Credit

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

Prerequisite: Science, Grade 10, Academic

Biology - Grade 12 University Preparation (SBI4U) / 1 Credit

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



Prerequisite: Biology, Grade 11, University Preparation.

Physics - Grade 12, University (SPH4U) / 1 Credit

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.

Prerequisite: Physics, Grade 11, University Preparation

Chemistry - Grade 12 University Preparation (SCH4U) / 1 Credit

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.

Prerequisite: Chemistry, Grade 11, University Preparation

Earth and Space Science - Grade 12, University (SES4U) / 1 Credit

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

Prerequisite: Science, Grade 10, Academic

Social Science and Humanities

Philosophy: The Big Questions

Grade 11 University/College Preparation (HQB3M) / 1 Credit

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a



just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

Prerequisite: None

Introduction to Anthropology, Psychology, and Sociology

Grade 11, University/College Preparation (HSP3U) / 1 Credit

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

Prerequisites: Grade 10 Academic Course in English, or the Grade 10 Academic History course

Challenge and Change in Society

Grade 12 University Preparation (HSB4U) / 1 Credit

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

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

Human Development throughout the Lifespan

Grade 12, University (HHG4M) / 1 Credit

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

Prerequisites: Any University, College, or University/College preparation course in Social Sciences and



Humanities, English, or Canadian and World Studies

Nutrition and Health

Grade 12 University Preparation (HFA4U) / 1 Credit

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

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

Technological Education

Technological Design

Grade 11 University/College Preparation (TDJ3M) / 1 Credit

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.

Prerequisite: None

Communications Technology: Digital Imagery and Web Design (TGJ4O)

Grade 12 Open / 1 Credit

This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology, and will explore postsecondary education, training, and career opportunities.

Prerequisite: None



Curriculum Outlines Courses of Study Access

The Courses of Study for each class are available on the www.A21Academy.com website. The page is password protected. Parents/guardians have been given access to the password at registration. Courses of Studies can be accessed anytime by downloading from our website or contacting Administration to be emailed a copy.

Curriculum Policy Documents Access

The courses offered at A21 Academy have been developed according to the requirements of the Ontario Ministry of Education. Information on course outlines and Ontario Curriculum Policy documents may be found at the Ministry website, www.edu.gov.on.ca.

Experiential Learning at A21 Academy

A21 Academy has an array of experiential learning opportunities that make the school experience completely unique. A21 allows for a variety of learning experiences and role play relating to the curriculum. Students also have the opportunity to visit various businesses in any field of interest as well as witness a variety of speakers to learn hands-on, from experienced professionals in their respective careers. Job shadowing is always available and encouraged. A21 is well connected in the Windsor-Essex community to allow students to link up with industry of interest to him/her. Previous businesses include: manufacturing plants, mechanics, medical offices, hospitals and visits from Firefighters and Police Officers.

Cooperative Education

At this time, A21 doesn't offer Co-op but will consider if future interest is presented.

Student Withdrawal from Courses in Grades 11 & 12

The Ontario Ministry of Education requires A21 Academy to provide a complete record of student performance in Grade 11 and 12 courses. Under this requirement, both successful and unsuccessful attempts at completing Grade 11 and 12 courses must be recorded on the OST. All courses coded with a 3, 4, U, M or O designation are subject to this policy of full disclosure. All such courses in which a student is registered will be recorded on a student's transcript 5 days after the issue of the First Full Report Card (January), whether the course has been successfully completed or not.



This information is to be made available to community colleges and universities for them to consider when making admission or scholarship decisions. This information has been communicated to all students.

- Withdrawals occurring within 5 days of the issuing of the First Full Report Card in the course/grade will not be recorded.
- A withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the First Full Report Card will result in a “W” being entered in the “Credit” column of the OST, along with the mark at the time of the withdrawal.
- Withdrawals from Grade 9 or 10 courses are not recorded on the OST.
- Failures in Grade 9 or 10 courses are not recorded on the OST.
- Any repeated Grade 11 and 12 courses will be recorded on a student’s transcript. Each attempt and the grade earned will be recorded on the OST. Students may earn only one credit per course (i.e. only one credit is earned if a course is repeated). For repeated courses, an “R” will appear in the credit column beside the attempt with the lower mark.

Course Changes

Students will work closely with A21 Academy Advisors to design their course choices to best suit them. At times, students will want to change a course, and if they wish to do so, the Principal will decide if the change is warranted and serves the students academic goals.

Provided that class size and the existing timetable affords a course change, a student may transfer from one course to another prior to the beginning of the school year. Students wishing to change courses must have permission from a parent or guardian and must have met any required course prerequisites.

Once a term has started, students who wish to change a course are permitted to do so until the last day of the first two weeks of classes in each term.

Change of Course Type

To change a course type, if the prerequisite hasn’t been achieved for the course the student wants to change to, he/she can complete a transfer course. The purpose of transfer courses is to enable students who alter their postsecondary plans to transfer from one type of course to another in Grades 10, 11, and 12. Transfer courses are designed to provide the knowledge and skills required to bridge the gap between two courses of different types. In most cases, transfer courses are shorter and more focused than other types of courses, and can be delivered in a variety of ways. These courses will provide partial credits, since they require students to demonstrate achievement of new curriculum expectations. The credits earned will qualify as optional credits towards the diploma requirements. Transfer courses are not remedial instruction provided to enable students to achieve the curriculum expectations of a course that they have



failed to complete successfully; they are designed to adequately prepare students to meet the expectations of a different type of course.

Prior Learning Assessment and Recognition (PLAR)

PLAR is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside an Ontario secondary school. Students have their prior knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn Ontario credits. These credits may contribute towards the secondary school diploma (OSSD).

PLAR Credit Equivalency for Regular Day School Students

This relates to students enrolled in Ontario secondary schools as regular school students, who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The Principal of A21 Academy will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned (*Policy /Program Memorandum No .129, Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools, 2001*).

The Equivalent Credit and Substitution Credit

A credit taken in a school setting or work place can be placed before the Principal of A21 Academy. Under the compliance with PLAR, an equivalent credit will be recorded in the OSR and on the Transcript. The EQV credit may or may not be a prerequisite to another credit. A21 Principal will review the submitted documents and may also consult with the subject advisors(s) and/or other professional colleagues so qualified (if applicable).

PLAR Challenge

For A21 students to achieve a credit through the challenge process, students can apply and will participate in a challenge assessment: successfully completing formal tests and/or various other assessments. Students are responsible for initiating the challenge process and for satisfying all of the requirements (if under the age of 18, students require parental approval before applying to challenge a course for credit). The challenge process is an evaluation process and it cannot be used to improve the grade of a credit, nor be used as a way to earn a credit for a course a student has previously failed.



Assessment, Evaluation and Achievement

A21 Academy's assessment of student performance is consistent with both the provincial diploma requirements. Assessment of student performance is a continuous process in all courses taught at A21 Academy. Achievement in a course is based on marks that are divided between term work (regular assignments, tests, essays and term projects) and examinations.

Breakdown of course assessment is as follows:

70%	Evaluations conducted throughout the course
30%	Based on a final evaluation in the form of an examination, performance, essay and/or other method of evaluation suitable to the course content

Assessment and evaluation are carried out according to the principles and practices outlined in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (2010)*. In addition to using assessment of learning (collecting evidence of student achievement with respect to established performance standards), courses also include assessment *for* learning (descriptive feedback and coaching for improvement) as well as assessment *as* learning (in which 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) (*Growing Success*, p. 28; 39). A21 Academy is committed to communicating and providing regular feedback to students, faculty and parents to ensure every student is provided support to evaluate their learning path and flourish.

Assessment Chart

The following is the chart used by A21 Academy for assessments:

Level	Percent Grade	Letter Grade
4+	95%-100%	A+
4	87%-94%	A
4-	80%-86%	A-
3+	77%-79%	B+



3	73%-76%	B
3-	70%-72%	B-
2+	67%-69%	C+
2	63%-66%	C
2-	60%-62%	C-
1+	57%-59%	D+
1	53%-56%	D
1-	50%-52%	D-
R	0%-49%	R "R" indicates that remediation/individual education plan is required.

Examinations

At A21 Academy, students are promoted by subject rather than by grade. Students repeat courses on an individual basis when necessary. Methods of assessment/evaluation vary according to subject area, and may include assignments, projects, term tests, and formal examinations. It is important to stress the necessity of regular attendance and daily work in order to maintain a high level of achievement. A student can earn a credit in any subject in which a final mark of 50 percent or more is achieved.

Exams will occur at the end of each term. A21 Academy expects all students to write examinations on campus at the scheduled time. Requests for exceptions must be submitted in writing to A21 Administration.

Graduation

Graduation occurs in June and grants students who have obtained 30 credits (18 compulsory and 12 electives), 40 community involvement hours, and successfully passed the grade 10 Literacy Test or the Ontario Literacy Course, an OSSD. Students who have completed all requirements will receive a certificate of completion (a Graduation Diploma). Once all requirements are met, A21 will automatically issue the diploma. Alternatively, if the student achieves an OSSC, that is granted.



Students whom do not meet the above requirements for graduation, will not be granted a diploma (for example, a student who is leaving high school short one credit for graduation and intends to take a summer school course to get that credit may go through the graduation ceremony, but will not be issued a diploma until he or she has that missing credit.) Graduation eligibility lists will be published after final examinations each January and June. Each case will be considered individually.

A21 Academy Achievement Reporting & Records

Report Cards

Ontario Report Card reports will be generated after each Term is complete. Reports will be available for viewing at any time after each term, and the Final Report Card will be sent to parents at the end of Term 4.

Reporting Procedures

The Final report card must be filed. As requested, the Report Card and/or OST can also be issued to the Ontario University Application Centre, The Ontario College Application Service or other post-Secondary Application Centre on behalf of the student provided that the student provides A21 Academy with his/her current Application Reference Number.

Full Disclosure: As of September 1999, For Grade 9 and 10 courses, an OSR and OST entry is provided only for courses that the student has successfully completed. For Grade 11 and 12 courses, an entry is provided for all courses that the student has completed or attempted – that is, courses successfully completed, courses repeated, courses failed, and courses from which the student has withdrawn. For a course that is repeated, the course with the lower mark will have “R” entered in the credit column. Courses that have a “failed” mark will be entered on the Ontario Student Transcript. Senior courses that student “withdraw” from five days or more following the receipt of their first progress report, often called a “midterm”, will have “WE” recorded in the credit column. The estimated mark at the time of withdrawal will be recorded. A student may return to complete the course within the 6 months for completion subject to a written request by the student and the approval in writing from the Principal of A21 Academy. Parent(s)/Legal Guardian(s) access to the OSR will be granted without the student’s consent if the student is less than 18 years of age. If the student is 18 years old or over, permission may be granted by the student to the parent(s)/legal guardian(s) with the student’s knowledge and written permission that is provided to the Principal of A21 Academy. A student of any age has the right to have access to his or her own personal information. **The Ontario Student Transcript (OST): Manual, 2013*



Student Transcript (OST)

The Ontario Student Transcript (OST) provides an official and consistent record of the Ontario secondary school credit courses successfully completed by a student.

The OST will include:

- all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses completed successfully or attempted unsuccessfully by the student, with percentage grades obtained and credits earned;
- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements;
- confirmation that the student has completed the forty hours of community involvement;
- confirmation that the student has successfully completed the provincial secondary school literacy requirement.
- *More information: <http://edu.gov.on.ca/eng/general/elemsec/ost/ost2013.pdf>*

Student Records (OSR)

A21 Academy students will have records included in the Ontario Student Record (OSR), Ontario Student Transcript (OST), and the student Report card. The OSR contains copies of student report cards from each grade and other important information that is related to the student's education.

The OSR may also contain an "OSR Documentation File" in which academic and non-academic items will be stored. The contents of that documentation file are only those that are deemed to assist in the student's academic program for success. This OSR folder is retained for 55 years at the final school attended from which a student graduates or retires. For more information, visit <http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf>



A21 Supports & Resources

Strategies and Resources for Course Selection at A21 Academy

A21 Academy provides an extensive range of resources to assist students in meeting the challenges of the academic program. A21 Academy faculty are all involved in the guidance of the students. Guidance faculty routinely meet with students to provide support for each student. Structure of the year includes courses being taught over four terms with two subjects a term. This offers a commitment to individual attention as well as requirements of the Ontario Ministry of Education and positive education which sets A21 Academy apart. Student progress updates are shared by teachers with A21 Administration weekly to ensure each student has the opportunity to succeed and intervention is available when a student becomes at risk for not completing a credit, or failing to graduate. Teachers and Administration work closely with the student to create an individual plan to ensure he/she is able to complete the credit.

Individual Pathways Plan

With reference *Creating Pathways to Success, 2013*, A21 Academy meets with each student to devise their individual pathways plan (IPP), based on their previous education regardless of grade enrolled in A21. Administration goes through the course selection to ensure their choices align with their IPP. This IPP serves as a record of student learning and an effective resource for facilitating parent interviews and student-led conferences, illustrating where students have been and where they are going. In addition, the IPP helps students develop a fuller understanding of the education and career/life planning inquiry process and the value the process will have for them in their postsecondary planning and throughout their lives.

Resources

A21 Academy offers an advising system for academic and psychological support to ensure all students are comfortable and able to succeed.

All A21 students own or have access to a laptop computer. A21 Academy provides resources to assist students including strong and consistent WIFI, literary resources in a library and access to computing suites including printers, 3D printer, NAO robot and Choreograph robotic programming software. Additionally, A21 has many community partners that allow students to access outside speakers; who offer additional learning opportunities and support. Students have the opportunity to reach out to the



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community through service initiatives and regularly provide their support to the community which furthers their experience.

Additional resources at A21 Academy include a weight room, access to ice rinks and the WFCU pool for extracurriculars.

Reach-Ahead Opportunities for Elementary School Students

A21 Principal under exceptional circumstances can allow a Grade 8 student with parental consent the opportunity to “reach ahead” and take secondary school courses, either during the school year or in the summer prior to entering Grade 9.

This is particularly easy to administer at A21 Academy with the elementary and secondary schools. The choice has to be in the best interest of the student. Students in Grade 8 may also have the opportunity to reach ahead to start earning community involvement hours prior to entering Grade 9 (2.5.2.1, *Ontario Schools K-12*).

English Language Learners/ English as a Second Language

English Language Learners (ELL) and students who are English Second Language (ESL) are involved in a half-day orientation and assessment to assist with their language transition. ESL courses are provided at A21 Academy on a per needed basis. Assessment of placement for ELL/ESL students takes place immediately upon intake or before arriving using a pre-assessment tool on CANVAS LMS through A21's English Department. This is completed in combination with the STEPS program. As a result of this intake system, ELL/ESL students will be provided the appropriate accommodations, modifications, and ESL courses necessary to be successful within their academic careers. ELL/ESL students are supported regularly throughout the year. After the completion of each term, they will meet with advisors and discuss their progress. They will also assess the effectiveness of any modifications and accommodations they receive. All staff are aware of the appropriate accommodations and modifications to be made for each student allowing for a unified effort towards successful language acquisition. Students who receive modifications for a course will receive a check mark on their report card in the appropriate ESL/ELD box.

During the academic year, A21 Academy provides extra support in a tutoring hour each day between 3-4pm. In this time students can ask questions about courses, get extra time for homework, and We will allow him to take an ESL course as his English credit, which he/she will start in the second term. This course will help him improve his English skills at his speed and help him in his classes.

The following courses are available to ELL/ESL students depending on his/her individual needs:



English Second Language

Level 2, (ESLBO) / 1 Credit

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.

Prerequisite: Pre-assessment

English Second Language

Level 3, Open (ESLCO) / 1 Credit

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.

Prerequisite: ESLBO, Pre-assessment Levels

English Second Language

Level 4, Open (ESLDO) / 1 Credit

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.

Prerequisite: ESLCO, Pre-assessment Levels

English Second Language

Level 5, (ESLEO) / 1 Credit

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.

Prerequisite: ESLDO, Pre-assessment Levels



Special Education

Students with special education needs as documented in the student's OSR will be provided with accommodations and modifications to ensure they are supported in accordance with their Individual Education Plans (IEP).

Progressive Discipline

Progressive discipline at A21 is a whole Academy approach that utilizes a continuum of interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures will be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

Academic Integrity: Cheating & Plagiarism

A21 Academy has a strict policy on cheating and plagiarism in alignment with the guidelines of *Growing Success, Cheating and Plagiarism*: "All tests/exams completed and the assignments [submitted] for evaluation must be [a student's] own work and cheating and plagiarism will not be condoned" (p42-43). Students at A21 Academy are expected to behave and work with integrity and therefore submit work which is self-created while providing proper documentation of content which is not their own including research.

Plagiarism is defined as:

- turning in someone else's work as your own.
- copying words or ideas from someone else without giving credit.
- failing to put a quotation in quotation marks.
- giving incorrect information about the source of a quotation.

All students will be explicitly instructed as to what constitutes plagiarism within each course and in which manner they should cite sources. Students will be asked to sign an acknowledgement that they received instruction and understand the consequences of plagiarism.

Consequences:

Should a student submit work that is plagiarized, the student will receive zero on the assignment. Where the student is found to submit 2 or more plagiarized assignments in a given course, the student will be placed on academic review whereby consequences are specific to each student.

Academic Integrity: Late/Missed Assignments:



Under the guidelines of *Growing Success, Evaluation-Late and Missed Assignments*: “[Students] are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher” (p.43).

Consequences:

A21 Academy faculty will work closely with students to use several strategies to help prevent and/or address late and missed assignments. These strategies include/ are not limited to:

- conferencing with students in regard to why the assignment was not submitted on time and working towards a resolution which considers individual factors
- revise timelines and/or adjust assignments
- providing students with steps necessary to complete assignments on time
- teaching appropriate time management skills

Students are aware that it is his/her responsibility to plan with the Instructor and take responsibility for the course requirements.

Suspension

The Principal will consider whether to suspend a student if she, after investigation, determines that the student has engaged in any of the following activities while at school, at a school-related activity, or in any other circumstances where engaging in the activity will have an impact on A21 Academy climate. She will take into account any mitigating and other factors that might be applicable in the circumstances. A suspension may be imposed by the Principal if considered to be contrary to the policies of A21 Academy as well as the *Safe School's Act*.

Infractions may include:

- Uttering a threat to inflict serious bodily harm on another student/advisor
- Possessing or being under the influence of alcohol or restricted drugs
- Cursing at an Advisor or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property
- Bullying
- Any act considered by the Principal to be injurious to the physical or mental well-being of students of the academic community; or the professional tone of the Academy

A student may be suspended only once for an infraction and may be suspended for a minimum of (1) school day and a maximum of twenty (20) school days. Note that suspensions include restriction from Academy property and ALL activities (including athletics) for the duration of the suspension.

Suspension Pending Expulsion



To ensure the safety of all personnel, infractions by students which could result in expulsion include but are not limited to:

- Possessing a weapon, alcohol or drugs
- Threatening or committing physical assault on another person that causes bodily harm
- Activities that causes the student's continuing presence at the Academy to create an unacceptable risk to the physical or mental well-being of other person(s) in the Academy
- The Student has demonstrated through a pattern of behaviour that she/he has not prospered by the instruction available to him or her and that she/he is persistently resistant to making changes in behaviour which would enable him or her to A21 Academy policies.

*Note that certain infractions may require police involvement. They will be contacted as required.

Safe Schools Policy in Detail

Safe Schools- Safe Arrival Program

A safe-arrival program is a system of procedures which are performed together with daily school attendance taking. Parents and guardians are responsible for their children's safety. Safe-arrival programs are a mechanism that parents and schools can use to account for any pupil's unexplained failure to arrive at school. (Please see the general student policy)

School Safety Emergency Protocols

As tenants of the WFCU, A21 Academy is bound by the emergency response and fire safety protocols prepared by the City of Windsor (WFCU), Windsor Police Services, and Windsor Fire Service.

Safe Schools- Child Protection

All faculty and volunteers will abide by A21 Academy Abuse and Prevention Policy.

Safe Schools- Code of Conduct

Subsection 301(1) of Part XIII of the Education Act states that "the Minister may establish a code of conduct governing the behaviour of all persons in schools". Subsection 301(2) sets out the purposes of this provincial code of conduct, as follows:

1. To ensure that all students of the school community, especially people in positions of authority, are treated with respect and dignity.



2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools.
6. To discourage the use of alcohol and illegal drugs.
7. To prevent bullying in schools.

Standards of Behaviour: Respect, Civility, and Responsible Citizenship

All students of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance of the school staff, if necessary, to resolve conflict peacefully;
- respect all students of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not swear at a fellow student, a teacher or at another person in a position of authority.

Safety

All students of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol to a minor; commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;



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- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes damage to school property or to property located on the premises of the school.

Principal

The Principal must take a leadership role in the daily operation of A21 Academy by:

- demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all students of their school community.

Faculty

Under the leadership of the Principal, advisors maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, Faculty will uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, advisors, parents, volunteers, and other students of the school community;
- prepare students for the full responsibilities of citizenship.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour.

Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, and ready to learn;
- shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions.

Parents/Guardians/Billet Families

Parents play an important role in the education of their children, and can support the efforts of advisors in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfil their role when they:



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- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Community-Based Partners

Through outreach, partnerships already in place may be enhanced and new partnerships with community-based service providers and students of the community may also be created.

Community-based service providers are resources that A21 Academy can use to deliver prevention or intervention programs.

Safe Schools- Long-Term Suspensions

The Ministry of Education is committed to ensuring that all on long-term suspension have the opportunity to continue their education. A long-term suspension is greater than 5 days.

A Student Action Plan (SAP) must be developed for every Student on a long-term suspension who makes a commitment to attend the A21 Academy program for suspended students. The program provided for in the SAP will consist of both an academic and a non-academic component to support the Student on a long-term suspension of eleven to twenty school days in continuing his or her education. A21 Academy will also consider continuing any types of support that may have been in place for the Student prior to the suspension. In the case of students with special education needs, A21 Academy is required to provide appropriate support consistent with the student's IEP.

Academic

A21 Academy must provide students with the opportunity to continue or complete programs of study, including assignments, homework, and any other work evaluated in their regular classes.

Non-Academic

The purpose of the non-academic component is to assist students on a long-term suspension of more than ten school days in the development of positive attitudes and behaviours. Identifying and addressing the underlying causes of the student's behaviour will help reduce the risk that the Student might be given a suspension or expulsion in the future.



For those students on a suspension of six to ten school days, A21 Academy will consider what types of support, if any, the Student may require during the suspension and upon his or her return to school. An SAP must be developed for every Student on long-term suspension who makes a commitment to attend the A21 Academy program. The SAP will outline the objectives for students and be tailored to meet the specific needs of the student.

The Student and/or his or her parent(s) must notify the Principal in writing that the Student is committed to attending the program. Once the Principal has received this notification, development of the SAP must begin immediately. The SAP must be implemented as soon as possible.

The Planning Meeting

Once the Student and/or his or her parent(s) have indicated that the Student is committed to attending the program, the Principal shall hold a planning meeting. The planning meeting should be a collaborative process and must include the Principal, the Advisor and the student. Where possible, the student's parent(s) or other significant family students), as well as the student's advisor(s), should also be present at the meeting. The Principal will make reasonable efforts to include parents in this meeting. If the parents cannot be present, the planning meeting should proceed nevertheless, and the Principal will attempt to follow up with the parent(s) of the Student as soon after the meeting as possible. In addition, where appropriate, community agency staff and any other relevant persons or professionals should also be included in the planning meeting.

The purpose of the planning meeting is to:

- identify the needs of the student;
- identify the student's risk factors and protective factors;
- clearly identify any types of support that the Student may need to continue his or her learning;
- establish the objectives of the SAP.

The Re-entry Meeting

The Principal shall hold a meeting with the advisor(s), the student, and, where possible, the student's parent(s) before the Student returns to school. The purpose of this meeting is to facilitate the student's transition back to A21 Academy by, for example, identifying and providing for any additional academic and non-academic support that the student may require upon returning to A21 Academy. Where appropriate, other significant persons or professionals may be involved in the re-entry planning.



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